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ABSTRACT

Designed to aid teachers and administrators in developing curriculum and improving instruction in the K-12 social studies, this guide is intended to help districts enhance and build upon their current local curriculum. It is also designed to assist educators in developing social studies programs to meet children's educational needs. The guide is organized into three major sections: (1) rationale, philosophy, and goals; (2) scope, sequence, and strategies, which include democratic beliefs and values, skills, approaches to organizing instruction, suggested teaching and learning strategies, sample lesson formats, and course descriptions; and (3) evaluation, which covers student and program evaluation as well as the selection of evaluation materials. The appendices include samples of general objectives for social studies and skills; sample allocation of instructional time in elementary schools; needs assessment instruments; computers, software, and the social studies; and a curriculum planning model for the K-12 social studies. Figures and tables are also part of the appendices. (KWL)

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A Curriculum Coordinating Committee Report

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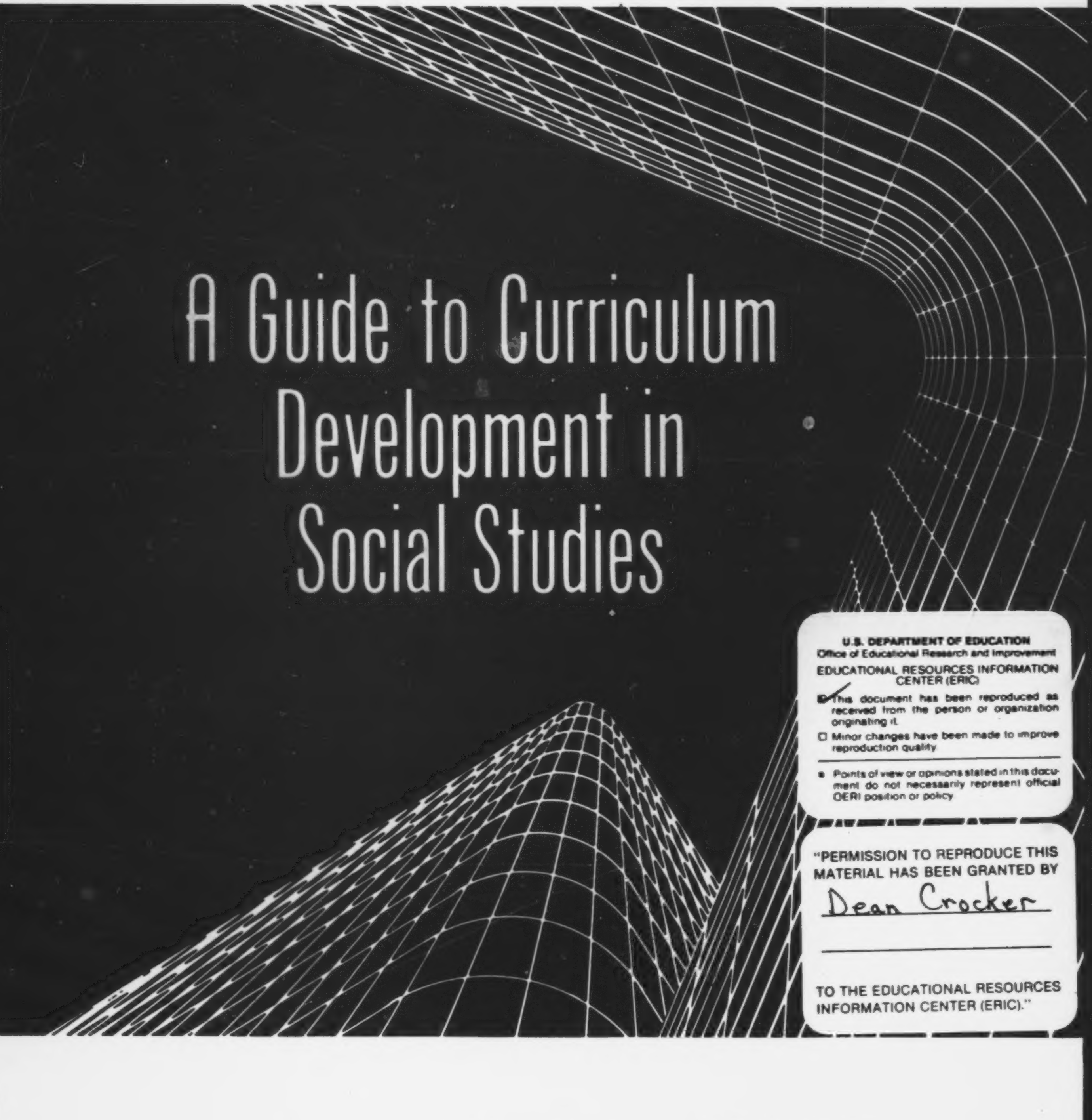

A Guide to Curriculum Development in Social Studies

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Iowa Department of Education

A GUIDE TO
CURRICULUM DEVELOPMENT
IN SOCIAL STUDIES

Curriculum Coordinating Committee Report
Iowa Department of Education

Others in this series of curriculum guides:
Arts, Foreign Language, Language Arts, Mathematics and Science

State of Iowa
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December 1986

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FOREWORD

Curriculum development is a synergistic, evolutionary, ongoing process which builds on successful practices and techniques. An effective curriculum stimulates each student to achieve his or her personal best and prepares the student to meet a rapidly changing world. An effective curriculum is a challenge to students and educators. It challenges students to continually achieve and educators to continually develop their teaching techniques.

This guide is a result of a 1985 mandate from the Iowa General Assembly, calling for the Department of Education to develop "subject matter committees and committees that cross subject matter lines for coordination of curriculum at all education levels."

This mandate was a response to one of the major recommendations of the Legislature's Excellence in Education Task Force report of 1984, *First in the Nation in Education (FINE)*. The Department of Education based its plan for implementing the legislation on recommendations from the report. The Department established six subject matter committees of 15 to 17 members for the arts, foreign languages, language arts, mathematics, sciences, and social studies. The committees were composed of elementary teachers, secondary teachers, merged area school faculty, college and university faculty members, area education agency consultants, school district curriculum coordinators, and other education professionals.

The committees devoted their first year of activity to the vertical articulation of each subject area. This guide is the result of that work. The FINE report notes the importance of horizontal articulation across subject areas, developing such skills as reading and comprehending, writing, speaking and listening, problem solving, conceptualizing, reasoning, analyzing, and learning to learn. This guide will be used as a basis for horizontal articulation in coming years.

The best curriculum is not mandated or enforced from outside. It results from the active involvement of teachers and administrators striving to meet the needs of students. It combines new processes and research about effective curriculum with the experience and expertise of teachers, administrators, and specialists.

This publication is designed to guide faculties and administrators in developing curriculum and improving instruction in social studies. It is intended to help districts enhance and build upon their current local curriculum.

Robert D. Benton

Robert D. Benton, Ed.D.
Director, Iowa Department of Education

PREFACE

The Social Studies Curriculum Coordinating Committee was selected to represent all areas of Iowa's educational program--from the state's largest school districts to its smallest; from public and private institutions of learning; from all levels of education, elementary through postsecondary; from classroom teachers to curriculum administrators; from LEAs, AEAs and the Iowa Department of Education. The charge to this committee was to develop a guide for the social studies that can be used in Iowa schools to assist teachers and administrators in developing their social studies programs.

Meetings were held throughout the 1985-86 school year. Subcommittees proposed, compared, and recommended procedures and curriculum ideas that reflected their levels of experience and responsibilities. Then the full committee would come together and attempt to assimilate a multitude of recommendations into some acceptable form that would be compatible to the members. No easy task in the social studies area. The coordinating committee members worked hard to develop this guide. It was not written without a great deal of discussion, sometimes frustration, and, most of all, compromise. It was a difficult challenge and the coordinating committee did its best to meet this challenge.

The committee had less than a year in which to complete its task. This was a very limited time frame considering the complexity of the assignment. The committee researched national studies and recommendations, various state programs for the social studies that had already been formulated and adopted, and many ideas and proposals suggested by individual committee members. From all of this came A Guide to Curriculum Development in Social Studies. This guide is designed to be a starting place in social studies curriculum development. It offers a rationale and goals for social studies as well as providing national trends, options for scope and sequence, and representative methods of evaluating programs and materials. The committee hopes it will serve as an important tool in assisting Iowa educators in developing their social studies programs to meet the educational needs of our children.

Ted Curtis
Co-Chair

ACKNOWLEDGEMENTS

The Bureau of Instruction and Curriculum of the Iowa Department of Education gratefully acknowledges the permission to reprint granted for this guide by the College Board, the Georgia Department of Education, the National Council for the Social Studies, the Social Science Education Consortium, and the Wisconsin Department of Public Instruction. The Social Studies Curriculum Coordinating Committee used the work and publications of these states and associations as models for this guide, reprinting or adapting materials as necessary. The Department and Committee appreciate the permission to share this work with Iowans.

The Bureau expresses its appreciation to Ferne Bonomi, editor. Appreciation is also expressed to Lisa Bartusek, information specialist, for editorial assistance; to Carl Rejba, graphic artist, and Geoff Hastings, graphic arts intern, for art work; and to Angela Bibbins and Carol Simmons, secretaries, for typing the manuscript. These people are from the Iowa Department of Education.

SOCIAL STUDIES CURRICULUM COORDINATING COMMITTEE

This publication was developed with the aid and advice of an 18-member committee of social studies professionals from around the state. As representatives of the readers and users of the model, they helped to ensure that this publication reflects the needs and views of those who will use it.

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Rationale

Philosophy

Goals

THE SOCIAL STUDIES-- A DEFINITION

Many definitions for the social studies have been proposed by social studies educators over the years. This recent definition proposed by the National Council for the Social Studies (NCSS) is an illustration. Local districts may find it useful when determining the direction of their program.

> Social studies is a basic subject of the K-12 curriculum that
>
> (1) derives its goals from the nature of citizenship in a democratic society which is closely linked to other nations and peoples of the world;
>
> (2) draws its content primarily from history, the social sciences, and, in some respects, from the humanities and science; and
>
> (3) is taught in ways that reflect an awareness of personal, social, and cultural experiences and developmental levels of learners.[1]

RATIONALE

Local school districts, when developing a social studies curriculum, should construct a statement of purpose for it. The statements given below may provide direction when developing a K-12 social studies program rationale.

> The social studies program is concerned with preparing young citizens for active participation in American society. Social studies education is the structured school program providing this preparation.
>
> Social studies should be viewed as an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. Social studies interrelates the capability and capacity for survival by the human species -- survival related to the interdependence with a finite natural resource base.
>
> It is the responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, and our nation, and the international community. To accomplish these tasks and work effectively as citizens, they need a knowledge of past civilizations and the social and behavioral sciences. Moreover, they should understand the role of social institutions and values in their own society and in other societies around the world.
>
> Social studies should be viewed as the major subject matter area where social interaction skills are emphasized and utilized fully. Social studies develops the necessary individual leadership skills to enable students to cope with change, resolve conflict, appreciate diversity and participate responsibly in a representative democracy at local, state, national, and international levels.

GOALS

Goals for a social studies curriculum should cover four areas:

- Knowledge
- Skills
- Values and Attitudes
- Citizenship and social participation

Here is a set of such goals with supporting objectives[2]:

Knowledge: To enable students to have at their command selected basic facts, concepts, and generalizations from the different social studies disciplines, representative of human experience, culture, and beliefs.

Draw upon all the social studies: history, geography, political science, economics, anthropology, sociology, and psychology;

Develop an understanding of the interaction and relationship among individuals, ideas, societies and nations, past and present;

Use knowledge from the natural sciences and humanities, as needed, to aid in the full analysis of topics; and

Represent some balance between the immediate social environment of students and the larger social world; among local, national, and world affairs; among past, present, and possible future directions; and among Western and non-Western cultures.

Values and Attitudes: To enable students to develop constructive values and attitudes about people, situations, ideas, institutions, and other phenomena; to acquire processes and skills useful for analyzing issues of personal and social values.

Develop respect for, and appreciation of, the worth and dignity of each individual;

Develop an understanding that there are many alternative sets of values rooted in experience and legitimate in terms of culture;

Aid the growth of positive self-concepts and skills for self-direction;

Encourage a commitment to the process of learning as a lifelong activity and to the value of reflective thinking; and,

Foster a reasoned commitment to the values that sustain a democratic society.

Skills: To enable students to systematically practice throughout their years of formal schooling those basic skills necessary for obtaining and processing knowledge, for working with others, for interpreting maps and globes, and for understanding time and chronology; to develop higher level thought processes such as analysis, synthesis, and evaluation.

Develop and refine effective reading and writing skills in the social studies content area;

Develop map, globe, chart, and graph skills in the context of all social studies disciplines;

Provide for the consistent development and practice of communicative arts skills pertinent to researching, organizing, and processing data from a variety of sources and depicted in a variety of forms;

Develop decision-making and problem-solving skills; and,

Provide for the consistent application of a full range of thinking and value skills.

Citizenship and Social Participation: To enable students to develop and apply those skills necessary for citizen participation in social, civic and political processes and to embrace the values and beliefs characterizing a democratic society.

Develop an understanding of the role of individuals in group decision-making processes;

Develop knowledge of current public issues and skills for the full analysis of such issues;

Develop effective use of techniques of social action (e.g., how to influence political leaders, generate community interest in crucial social problems, and marshal support for desirable social objectives); and,

Develop a sense of community, seeking to maintain and improve the community in all of its ramifications (social, cultural, political, economic, and psychological) and at all levels (informal groupings, neighborhoods, local communities, regions, nations, and global areas).

Scope
Sequence
Strategies

OVERVIEW

Following the determination of the district's social studies program goals, the staff should next develop a K-12 scope and sequence.

The social studies curriculum should enrich and expand students' conceptual patterns about the world and provide for continuity in developing these concepts. A curriculum plan should deal with situations from life and draw on the appropriate knowledge of the social sciences to provide the needed understandings. Iowa's guide for social studies curriculum is based on the concepts and methodologies of history, geography, political science, economics, anthropology, sociology, and psychology. In addition, knowledge from the natural sciences and humanities is used when it bears on social problems.

One of the first problems to be resolved is determining the topics to be included.

Suggested criteria:

- Does a topic lend itself to teaching important concepts from the social sciences, particularly those which cut across fields and which are important analytical tools in examining new data?
- Is the topic of significance in today's world? Is it related to a persisting societal problem, particularly one involving a major democratic value in our society? Is it related to a significant multicultural, nonsexist trend in our pluralistic society?
- Is the topic of particular interest, concern, and significance to students? Does it give them an opportunity to examine their own democratic beliefs? Does it provide help in coping with personal problems of direct concern to them?
- Does the topic lend itself well to the development of one or more of the attitudinal behaviors identified as goals by the staff?
- Does the topic facilitate the development of specific skills identified as goals of the program, particularly skills related to social and political participation?

For the elementary level a vital issue to be resolved is that of providing adequate instructional time for social studies (See Appendix C, p. 114. "Sample Allocation of Instructional Time--Elementary Schools").

This section begins with a discussion of "scope" in a social studies program followed by: sequence, democratic beliefs and values, essential skills, strands, approaches to organizing instruction, strategies, sample lesson formats, and course descriptions.

SCOPE

In the National Council for the Social Studies' official journal, Social Education, April, 1984, "scope" is discussed as follows:

> The term "scope" refers to the range of substantive content, values, skills, and/or learner experiences to be included in the social studies program. The scope may be defined narrowly as, for example, simply stating the specific subjects or skills to be taught; e.g., history, map reading, world geography. It may also be defined so comprehensively that it does not provide meaningful direction to teachers; e.g., "social studies includes all of the interpersonal and social life of children and youth." Ideally, scope should define the outer boundaries of content, values, skills, and/or learner experiences of the program.[3]

The College Board defines scope as shown in Appendix D, pp. 115-116, "Post-Secondary Social Studies/College Entrance Expectations."

In 1979, the NCSS identified what it considered to be the essential elements of scope in a K-12 social studies program.[4] Here is a restatement of the "Essentials," designed to show how the "scope" reflects our goals and objectives.

Knowledge

Students need knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past, the world present, and the world future. An exemplary social studies curriculum links information presented in the classroom with experiences gained by students through social and civic observation, analysis, and participation.

Classroom instruction which relates content to information drawn from the media and from experience focuses on the following areas of knowledge:

- o History and culture of our nation and the world
- o Geography—physical, political, cultural, and economic
- o Government—theories, systems, structures, and processes
- o Economics—theories, systems, structures, and processes
- o Social institutions—the individual, the group, the community, and the society
- o Intergroup and interpersonal relationships
- o World-wide relationships of all sorts between and among nations, races, cultures, and institutions

From this knowledge base, exemplary programs teach skills, concepts, and generalizations that can help students understand the sweep of human affairs and ways of managing conflict which are consistent with democratic procedures.

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Democratic Values and Beliefs

Fundamental beliefs drawn from the Declaration of Independence and the United States Constitution with its Bill of Rights form the basic principles of our democratic constitutional order. Exemplary school programs do not indoctrinate students to accept these ideas blindly, but present knowledge about their historical derivation and contemporary application essential to understanding our society and its institutions. Such ideas should be discussed as they relate to the curriculum and to current affairs, and they should be mirrored by teachers in their classrooms and embodied in the school's daily operations.

These democratic beliefs depend upon such practices as due process, equal protection and civic participation, and are rooted in the concepts of:

- Justice
- Equality
- Responsibility
- Freedom
- Diversity
- Privacy

Skills

Thinking Skills

It is important that students connect knowledge with beliefs and action. To do that, thinking skills can be developed through constant systematic practice throughout the years of formal schooling. Fundamental to the goals of social studies education are those skills which help assure rational behavior in social settings.

There is a wide variety of thinking skills which are essential to the social studies. They can be grouped into four major categories:

1) Data Gathering Skills, learning to:
    - Acquire information by observation
    - Locate information from a variety of sources
    - Compile, organize, and evaluate information
    - Extract and interpret information
    - Communicate orally and in writing

2) Intellectual Skills, learning to:
    - Compare things, ideas, events, and situations on the basis of similarities and differences
    - Classify or group items in categories
    - Ask appropriate and searching questions
    - Draw conclusions or inferences from evidence
    - Arrive at general ideas
    - Make sensible predictions from generalizations

3) Decision Making Skills, learning to:
   - Consider alternative solutions
   - Consider the consequences of each solution
   - Make decisions and justify them in relationship to democratic principles
   - Act, based on those decisions

4) Interpersonal Skills, learning to:
   - See things from the point of view of others
   - Understand one's own beliefs, feelings, abilities, and shortcomings and how they affect relations with others
   - Use group generalizations without stereotyping and arbitrarily classifying individuals
   - Recognize value in individuals different from one's self and groups different from one's own
   - Work effectively with others as a group member
   - Give and receive constructive criticism
   - Accept responsibility and respect the property of others

Participation Skills

As a civic participant, the individual uses the knowledge, beliefs, and skills learned in the school, the social studies classroom, the community, and the family as the basis for action.

Connecting the classroom with the community provides many opportunities for students to learn the basic skills of participation, from observation to advocacy. To teach participation, social studies programs need to emphasize the following kinds of skills:

1) Work effectively in groups--organizing, planning, making decisions, taking action
2) Form coalitions of interest with other groups
3) Persuade, compromise, bargain
4) Practice patience and perseverance in working for one's goal
5) Develop experience in cross-cultural situations

Civic Action

As an ideal professional standard, social studies programs would combine the acquisition of knowledge and skills with an understanding of the application of democratic beliefs to life through practice at citizenship and social participation. Strong education for civic responsibility is vital to the future of our society.

SEQUENCE: A CONTENT APPROACH

In an April 1984 article published by the National Council for the Social Studies, "sequence" is defined as: "the order in which the components are to appear."[5]

Since the 1930's the "expanding environments" principle has been widely used in planning social studies sequences for the elementary school... i.e., arranging topics from the near-at-hand to the faraway; from the here-and-now to the past.

At the secondary level, there generally appears to be less agreement regarding sequence. In recent years, organizations such as NCSS and the Social Science Education Consortium have attempted to provide sequences which would enable districts to effectively construct a local K-12 social studies sequence.

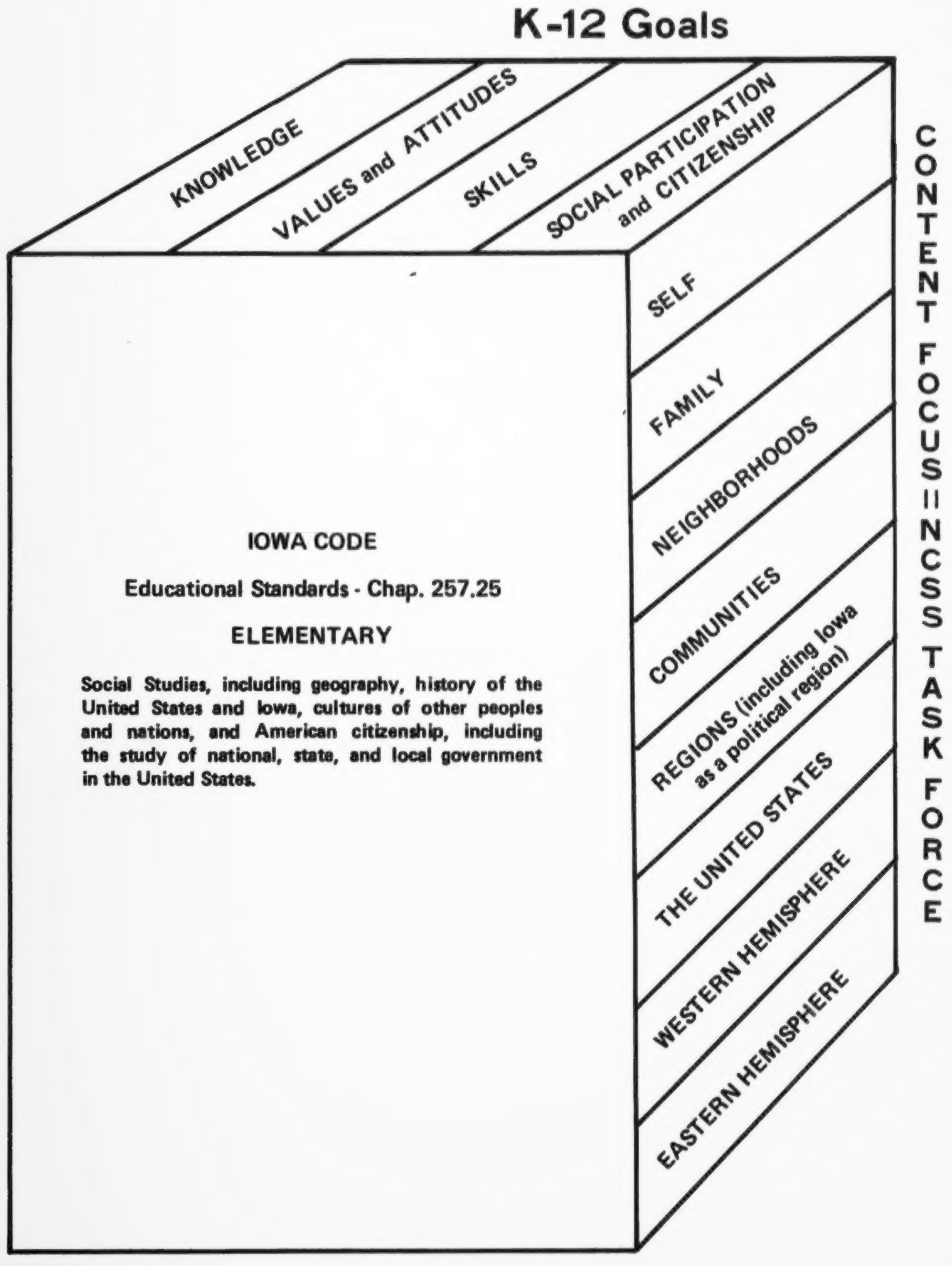
Consensus regarding social studies sequence has not been reached by social studies educators.

Several sequences have been developed. Districts have choices from which to design their own programs.

Figure 1

ELEMENTARY LEVEL SOCIAL STUDIES:

Relationship of Goals and Content Focus to the Educational Standards.


K-12 Goals
KNOWLEDGE
VALUES and ATTITUDES
SKILLS
SOCIAL PARTICIPATION and CITIZENSHIP
SELF
FAMILY
NEIGHBORHOODS
COMMUNITIES
REGIONS (including Iowa as a political region)
THE UNITED STATES
WESTERN HEMISPHERE
EASTERN HEMISPHERE
CONTENT FOCUS = NCSS TASK FORCE

IOWA CODE

Educational Standards - Chap. 257.25

ELEMENTARY

Social Studies, including geography, history of the United States and Iowa, cultures of other peoples and nations, and American citizenship, including the study of national, state, and local government in the United States.

SAMPLE SCOPE AND SEQUENCE

In 1984, the National Council for the Social Studies published this preliminary position statement for a K-12 sequence, including four optional content sequences, grades 6 through 12:

Grade Level Examples—Content Approach[6]

Kindergarten—Awareness of Self in a Social Setting

The major thrust of the kindergarten program should be to provide socialization experiences that will help children bridge their home life with the group life of the school. Learning about the physical and social environments of the school is a necessary component. Awareness of self should be developed through face-to-face relationships with others in social settings. Some structured experiences to sensitize children to a world of many people need to be included.

Grade I—The Individual in Primary Social Groups: Understanding School and Family Life

The socialization to school begun in kindergarten should be continued and extended in first grade. Children can learn the specialized roles of school personnel as an example of division of labor. Family life and structure, including variations of family structures, should be included, as well as roles of family members. Essential activities of a family in meeting basic material and psychological needs should be stressed. Variations in the way families live need to be studied; e.g., urban, rural, self-employed, both parents employed, single-parent family arrangements, various housing options, etc. Dependence of family members on each other and of the family on other families should be stressed. The need for rules and laws should be taught as a natural extension of orderly group life. Studying family life in earlier times and in other cultures provides opportunities for comparing ways of living. The globe should be introduced along with simple maps. It is important that the program include some study contact with the world beyond the neighborhood.

Grade II—Meeting Basic Needs in Nearby Social Groups: The Neighborhood

Meeting basic requirements of living in nearby social groups should be the central theme in second grade. The study of social functions such as education, production, consumption, communication, and transportation in a neighborhood context is appropriate as children develop an understanding and appreciation of people in groups. The need for rules and laws should be stressed and illustrated by examples from the everyday lives of children. Geographic concepts relating to direction and physical features of the landscape need to be included. A global perspective is important and can be sought through the study of life in another culture. Contrasting neighborhood life today with what it was in an earlier time should also be included.

Grade III—Sharing Earth-Space with Others: The Community

The community in a global setting is the focus of study at the third-grade level. The concept of community needs to be extended beyond the limits of the local neighborhood. Social functions such as production, transportation, communication, distribution, and government, including their international connections, should be stressed. The concepts of dependence and interdependence can be emphasized at the local, national, and international levels. Geographic concepts and skills should be extended to include the interactions of human beings with the environment.

Grade IV—Human Life in Varied Environments: The Region

The major emphasis in the fourth grade is the region, an area of the earth that is defined for the specific reason. Where state regulations require it, the home state may be studied as a political region. World geographic regions defined in terms of physical features, climate, agricultural production, industrial development, or economic level should be selected for study. Culture regions of the past and present may also be included. There should be some variation in the regions selected for study in order to illustrate the adaptability of human beings to varied environments. All of the basic map and globe reading skills should be included in the program.

Grade V—People of the Americas: The United States
and Its Close Neighbors

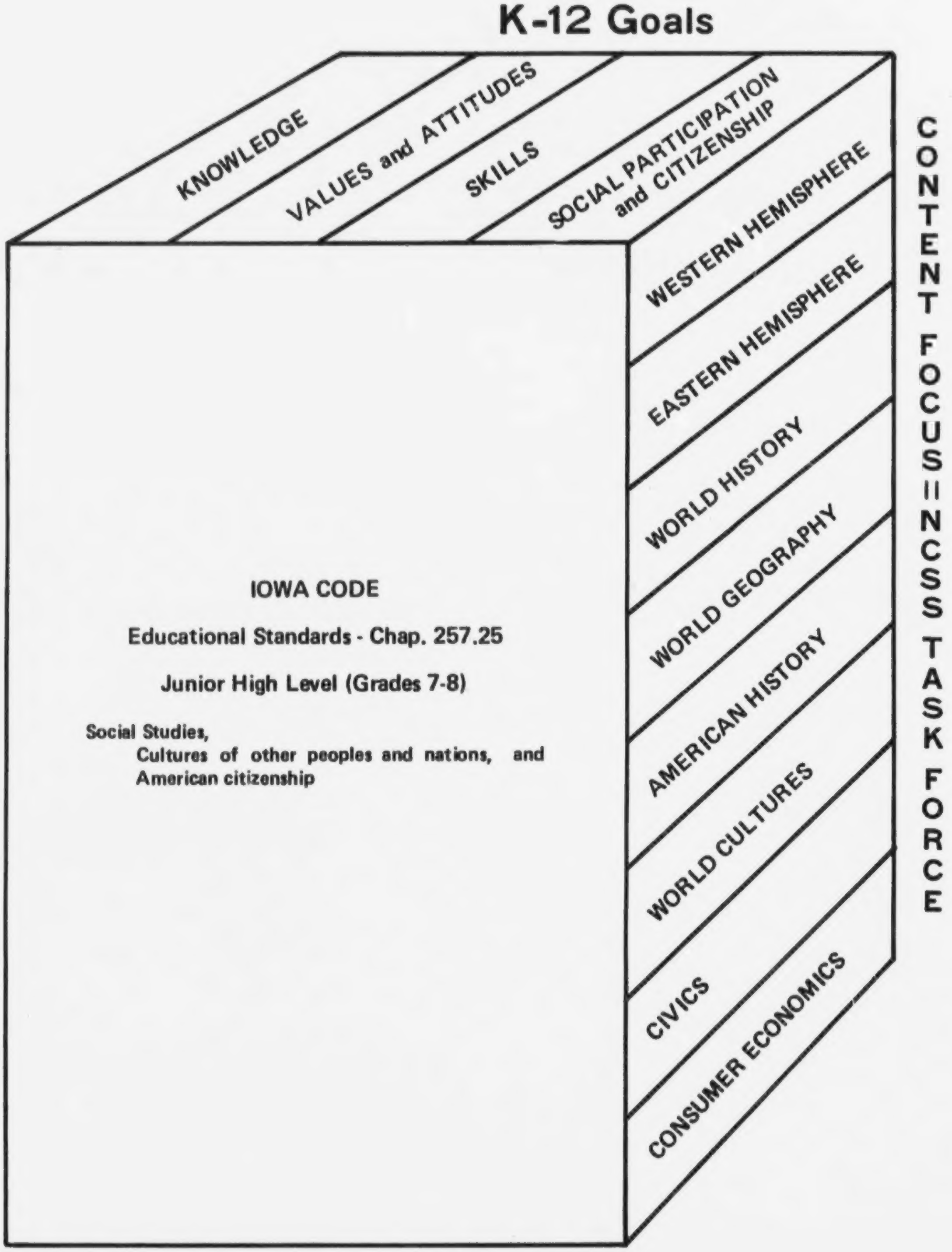
The fifth-grade program focuses on the development of the United States as a nation in the Western Hemisphere, with particular emphasis on developing affective attachments to those principles on which this nation was founded and that guided its development. The diverse cultural, ethnic, and racial origins of the American people should be stressed. Attention should be directed to specific individuals who have contributed to the political, social, economic, and cultural life of the nation. The fifth-grade program should familiarize learners with the history and geography of the closest neighbor nations of the United States: Canada and Mexico.

Grade VI—People and Cultures: The Eastern Hemisphere

The focus of the sixth-grade program is on selected people and cultures of the Eastern Hemisphere. The people and cultures should be representative of (1) major geographical regions of the Eastern Hemisphere; (2) levels of economic development; (3) historical development; (4) political and value systems. The interdependence of nations should be a major theme. Instruction needs to be directed toward the understanding and appreciation of the lifeways of other people through the development of such concepts as language, technology, institutions, and belief systems.

Figure 2

JUNIOR HIGH LEVEL SOCIAL STUDIES:
Relationship of Goals and Content Focus to the Educational Standards.


K-12 Goals
KNOWLEDGE
VALUES and ATTITUDES
SKILLS
SOCIAL PARTICIPATION and CITIZENSHIP
WESTERN HEMISPHERE
EASTERN HEMISPHERE
WORLD HISTORY
WORLD GEOGRAPHY
AMERICAN HISTORY
WORLD CULTURES
CIVICS
CONSUMER ECONOMICS
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Educational Standards - Chap. 257.25
Junior High Level (Grades 7-8)
Social Studies,
Cultures of other peoples and nations, and
American citizenship

Grade VII—A Changing World of Many Nations: A Global View

The seventh-grade program provides an opportunity to broaden the concept of humanity within a global context. The focus should be on the world as the home of many different people who strive to deal with the forces that shape their lives. The search for—and the need for—peaceful relations among nations needs to be stressed. The content is international in scope (including the Western Hemisphere), with a major emphasis on basic concepts from geography—resource distribution, spatial interaction, areal differentiation, global interdependence. The history of areas should be provided in order to illustrate changes through time. The aspirations and problems of developing nations need to be stressed. Emphasis should be given to the many interconnections that exist between places and people in the modern world. This not only includes resources necessary to support technologically based societies but cultural interconnections as well—art, literature, communication, religion, music, and sports.

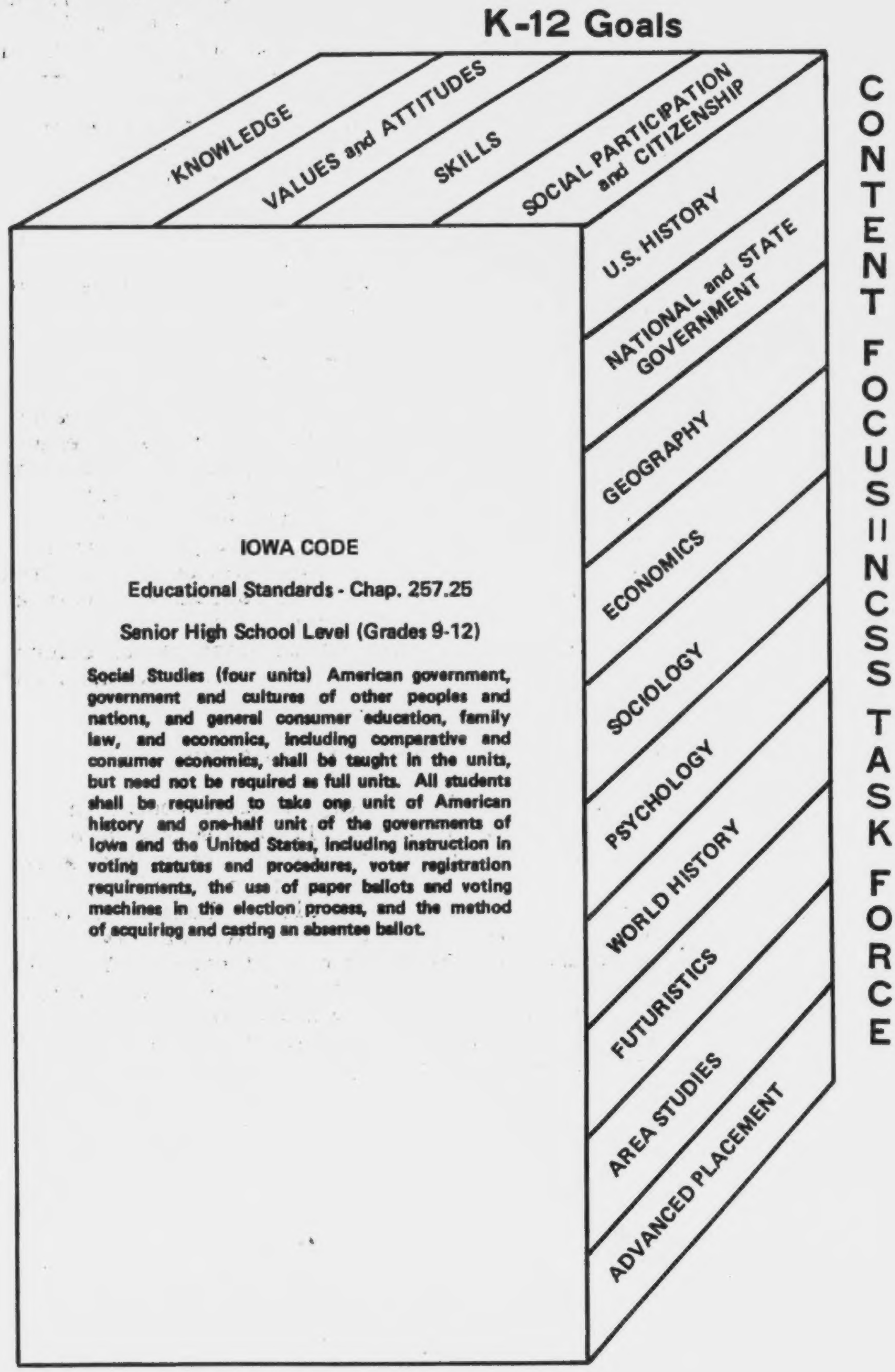
Grade VIII—Building a Strong and Free Nation: The United States

The eighth-grade program is the study of the "epic of America," the development of the United States as a strong and free nation. The primary emphasis at this level should be the social history and economic development of the country, including cultural and aesthetic dimensions of the American experience. Attention should be given to the history of ordinary people doing ordinary things to include family life, work, leisure, and medical care. The unique contribution of the men and women who built the heritage we share should be stressed. The presentation must be realistic and exciting to the early adolescent. This program should stress the important role played by the United States in global affairs and the need to secure peaceful relations with all nations.

(Note: "Most students today complete high school and, therefore, take a full year of United States history in the eleventh grade. Consequently, some school districts have adopted a sequence from the course options listed in Tabel 1 on page 23 at the eighth grade." NCSS)

Figure 3

SENIOR HIGH LEVEL SOCIAL STUDIES:
Relationship of Goals and Content Focus to the Educational Standards.


K-12 Goals
KNOWLEDGE
VALUES and ATTITUDES
SKILLS
SOCIAL PARTICIPATION and CITIZENSHIP
U.S. HISTORY
NATIONAL and STATE GOVERNMENT
GEOGRAPHY
ECONOMICS
SOCIOLOGY
PSYCHOLOGY
WORLD HISTORY
FUTURISTICS
AREA STUDIES
ADVANCED PLACEMENT
CONTENT FOCUS = NCSS TASK FORCE

IOWA CODE

Educational Standards - Chap. 257.25

Senior High School Level (Grades 9-12)

Social Studies (four units) American government, government and cultures of other peoples and nations, and general consumer education, family law, and economics, including comparative and consumer economics, shall be taught in the units, but need not be required as full units. All students shall be required to take one unit of American history and one-half unit of the governments of Iowa and the United States, including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot.

Grade IX—Systems that Make a Democratic Society Work: Law, Justice, and Economics

The ninth-grade program focuses on the concepts social stability and social change and calls for one semester of study of the law and justice systems and one semester of economics. A functional knowledge of the law and justice systems, as well as a knowledge of the economic system—along with related skills and attitudes—are critical to the practice of citizenship. These courses should address issues that capitalize on the real-life problems of students. They should also provide many opportunities for developing critical thinking, problem solving, and social participation skills.

(Note: "In states where the study of state history and government is required by legislative mandate, basic concepts from law, justice, and economics can be incorporated into such a course." NCSS)

Grade X—Origins of Major Cultures: A World History

The tenth-grade program should have students learn about the major cultures and societies in the contemporary world. The course stresses the diverse economic, political, religious, and social systems. Historical perspective should be provided on major world events and movements. Students should develop a knowledge of and an appreciation for the contributions of many cultures to the collective wisdom of the human race. The course should include attention to those historical differences among people that lead to conflict. The course is basically history and should include the development of tools of historical analysis. Nonetheless, it incorporates related concepts from other social science disciplines, especially anthropology, geography, political science, and economics.

Grade XI—The Maturing of America: United States History

The eleventh-grade program should be a comprehensive course in American history that is organized chronologically and serves as a capstone for the study of American history in the elementary and secondary schools. The forces that shaped and continue to shape political, economic, and social institutions should be studied. Changes in social and cultural values should also be included. The impact of growing international involvements and commitments must be stressed. The growth of the arts and literature, social reform movements, the extension of civil rights, the labor movement, and the growth government should be included. The diversity of ethnic and racial origins of Americans and the impact of this diversity on the development of the nation should be emphasized.

Grade XII—One-year courses required; selection(s) to be made from the following:

(1) Issues and Problems of Modern Society
Issues and problems of modern society should provide numerous opportunities for students to make a critical analysis of enduring social issues. The scope is broadened in order to emphasize the global dimensions of American problems and issues.

(2) Introduction to the Social Sciences
This course should deal with the content and modes of inquiry of the social sciences.

(3) The Arts in Human Societies
This course should allow students to learn about the cultures of the world through the arts and literature.

(4) International Area Studies
As an in-depth cross-cultural study of selected areas of the world, the course focuses on the interaction of different cultures in a defined area of the world.

(5) Social Science Elective Courses: Anthropology, Economics, Government, Psychology, Sociology

(6) Supervised Experience in Community Affairs

(7) Local options
It is not possible to present a scope and sequence that would be appropriate for the many communities that comprise such a large and diverse nation as the United States. Using this scope and sequence as a guide, school districts should have little difficulty modifying the grades K-5 curriculum to suit local needs and requirements. The grades 6-12 curriculum, however, may present problems for local curriculum developers; and, therefore, the NCSS Task Force presents three options in addition to the sequence developed on pages 14 to 20. All four options are summarized on the chart on page 23.

Table 1
OPTIONAL SEQUENCES FOR GRADES 6-12[7]

All of the following options include:
1. one year of American history at grade 11 (Many high schools in Iowa have chosen to teach the United States history at grade levels 9 or 10.)
2. systematic study of all major culture regions of the world
3. at least one semester of economics and one semester of law-related studies.

It would also be possible for local school districts to develop a "mix and match" option in order to capitalize on local teacher strengths, availability of instructional materials, and community expectations. Such locally developed sequences should, however, include the three components listed in #1, #2, and #3, above.

	OPTION 1	OPTION 2	OPTION 3	OPTION 4
Grade 6	People and cultures of the Eastern Hemisphere	European cultures with their extension into the Western Hemisphere	Land and people of Latin America	People and cultures of the Eastern Hemisphere
Grade 7	A changing world of many nations: A global view	A changing world of many nations: A global view	People and cultures of the Eastern Hemisphere	A changing world of many nations: a global view
Grade 8	U.S. History with emphasis on social development	Economics and law-related studies (one semester each)	Interdisciplinary study of the local region (geographic, social, economic, historical) with an environmental emphasis	Interdisciplinary study of the local region (geographic, social, economic, historical) with an environmental emphasis
Grade 9	Economics and law-related studies (one semester each)	Cultures of the non-Western world	World history and cultures (2-year sequence)	World cultures
Grade 10	World History (both Western and non-Western)	The Western heritage		The Western heritage
Grade 11	U.S. History (chronological, political, social, economic)	U.S. History (chronological, political, social, economic)	U.S. History (chronological, political, social, economic)	U.S. History (chronological, political, social, economic)
Grade 12	Series of options: see page 21 for list of possibilities	Government (one semester); Issues and problems of modern society (one semester)	Economics and law-related studies (one semester each)	Economics and law-related studies (one semester each)

Table 2
SAMPLE K-12 SOCIAL STUDIES SEQUENCES(IOWA)

LEVEL	I SCHOOL DISTRICT "A"	II SCHOOL DISTRICT "B"	III UNI LAB SCHOOL	IV DOMINANT SOCIAL STUDIES PROGRAM IOWA
K	Awareness of self and social settings	Home and Family Self Awareness	Your studies	Self, Home, School and Community
1	Place in Family unit and School	School Friends	Children Around the World	Families
2	Neighborhoods (including community helpers)	Places Near and Far	Expanding Environment: Maps, Globes Elections Australia	Neighborhoods
3	Communities	Communities Today and Yesterday	Expanding Environment: Maps, Globes, Elections, China, Industrial Processes	Communities
4	U.S. Regions/World Regions/Present-day Iowa	Our Country and Other Lands	States and Regions	State History and Geographic Regions
5	U.S. History including Iowa (Highlight major historical periods/events)	The United States	U.S. and American Studies	U.S. History
6	World Cultures (with a historical and geographical emphasis)	American Neighbors (Canada and Latin America)	World Studies	World Cultures
7	Exploring the Social Sciences	Cultures (Eastern Hemisphere)	Introducation to the Social Sciences	World Geography
8	U.S. History (emphasis on pre-20th century)	U.S. History to 1877	World Geography	U.S. History
9	World Studies (emphasis on history and geography	U.S. History Since 1877 (2 semesters Required)	World History	Civics/Government or World Cultures/History
10	U.S. History or Honors U.S. History (emphasis on 20th Century)	U.S. Government (1 semester required)	U.S. History	World Cultures/ History
11	One semester of the following electives is required: o Advanced Placement—European History (2 semesters), o Anthropology (1 semester), o Independent Study (1 semester) o Non-Western World (1 semester), o Social Psychology (1 semester), o Sociology (1 semester), o Western Civilization (2 semesters), o World Issues (1 semester)	Two semesters required from one of the four options given below: Option 1: o World Studies I and World Studies II - 1 yr. or Option 2: o World Studies I, Black History and Cultures 1 yr. or Option 3: o Western Cultures, and Eastern Cultures 1 yr. or Option 4: Western Cultures, Black History and Cultures 1 yr.	American Government (required-1 yr.) Economics (elective-semester) Humanities (electives-1 yr Modern World (elective-semester) Sociology (elective-semester)	U.S. History
12	U.S. Government (1 semester)	*Required: Economics (can be taken in Home Ec., Business Ed. as Consumer Ed., or in Social Studies as Principles of Economics for credit. Electives: Psychology, Sociology, Black History/Culture (can be taken in 10th, 11th, or 12th grade).	Note: The courses listed above for the 11th grade may be taken at either the 11th or 12 grade.	American Government Economics, Sociology/ Psychology and other electives

Table 3
1984 NCSS TASK FORCE K-12 SOCIAL STUDIES SEQUENCE[5]

LEVEL	NATIONAL COUNCIL OPTION #1	NATIONAL COUNCIL OPTION #2	NATIONAL COUNCIL OPTION #3	NATIONAL COUNCIL OPTION #4
K	Awareness of Self in a Social Setting	Awareness of Self in a Social Setting	Awareness of Self in a Social Setting	Awareness of Self in a Social Setting
1	Understanding School and Family Life	Understanding School and Family Life	Understanding School and Family Life	Understanding School and Family Life
2	Meeting Basic Needs in Nearby Social Groups: The Neighborhood	Meeting Basic Needs in Nearby Social Groups: The Neighborhood	Meeting Basic Needs in Nearby Social Groups: The Neighborhood	Meeting Basic Needs in Nearby Social Groups: The Neighborhood
3	Sharing Earth-Space with Others: The Community	Sharing Earth-Space with Others: The Community	Sharing Earth-Space with Others: The Community	Sharing Earth-Space with Others: The Community
4	Human Life in Varied Environments: The Region	Human Life in Varied Environments: The Region	Human Life in Varied Environments: The Region	Human Life in Varied Environments: The Region
5	People of America: The U.S. and its Close Neighbors	People of America: The U.S. and its Close Neighbors	People of America: The U.S. and its Close Neighbors	People of America: The U.S. and its Close Neighbors
6	People and Cultures: The Eastern Hemisphere	European Cultures with Their Extensions into the Western Hemisphere	Land and People of Latin America	People and Cultures: The Eastern Hemisphere
7	A Changing World of Many Nations: A Global View	A Changing World of Many Nations: A Global View	People and Cultures of the Eastern Hemisphere	A Changing World of Many Nations: A Global View
8	U.S. History with Emphasis on social history and economic development	Economics & law-related studies (one semester)	Interdisciplinary study of the local region (geographic, social, economic, historical) with an environmental emphasis	Interdisciplinary study of local region (geographic, social, economic, historical) with an environmental emphasis
9	Economics & law-related studies (one semester)	Cultures of the non-western world	World History & cultures (2 year sequence)	
10	World History both Western & non-Western	The Western Heritage		World cultures
11	U.S. History (chronological, political, social, economic)	U.S. History (chronological, political, social, economic)	U.S. History (chronological, political, social, economic)	The Western Heritage U.S. History (chronological, political, social, economic)
12	Series of options: Issues/Problems-Modern Society; Intro. to the Social Sciences; the Arts in Human Societies; International Area Studies; Anthropology; Economics; Government; Psychology; Sociology; Supervised Experience in Community Affairs; Local options	Government (one semester); Issues & problems of modern society (1 semester)	Economics & law-related studies (1 semester each)	Economics & law-related studies (1 semester each)

DEMOCRATIC BELIEFS AND VALUES[9]

Related democratic beliefs and values are an important part of all subject matter included in the social studies. All social studies teachers at every grade level share responsibility for teaching them. The chart that follows provides illustrations of ways of including the various democratic beliefs and values in the program of each of the grade levels. Some of the illustrations reflect life conditions in school, while others relate to the subject matter being studied. These are examples only and should not be construed as a recommended curriculum.

Table 4
EXAMPLES OF APPLICATIONS
OF DEMOCRATIC BELIEFS AND VALUES

	Central Focus	Democratic Rights, Freedoms, Responsibilities, or Beliefs Addressed	Illustrations of Opportunities
Kindergarten	Awareness of self in a social setting	1. Right to security	1. Explore how rules make a a room safe for everyone.
		2. Right to equal opportunity	2. Schedule every child to be a leader for a day.
		3. Respect of others' rights	3. Emphasize that when someone speakes we should all listen.
		4. Honesty	4. As a teacher, reinforce honesty as exhibited by children.
Grade 1	The individual in primary social groups	1. Impartiality	1. When an altercation is reported, the teacher tries to find out exactly what happened before taking action.
		2. Freedom of worship	2. Stress that each family decides whether or not or how to worship.
		3. Consideration for others	3. Make clear that everyone has a right to his/her turn.
Grade 2	Meeting basic needs in nearby social groups	1. Respect for property	1. Discuss vandalism in neighborhoods.
		2. Respect for laws	2. Demonstrate how laws protect the safety of people.
		3. Values personal integrity	3. Explore the importance keeping promises.

	Central Focus	Democratic Rights, Freedoms, Responsibilities, or Beliefs Addressed	Illustrations of Opportunities
Grade 3	Sharing earth-space with others	1. Pursuing individual and group goals	1. Explain how goods are exchanged with other places in order to meet the needs of the people.
		2. Government works for the common good	2. Discuss how government is concerned about the unemployed and works to reduce unemployment.
Grade 4	Human life in varied environments	1. Respect for the rights of others	1. Stress the importance of respecting the right of individuals from other cultures to have different values.
		2. Respect for different ways of life	2. Help appreciate that life styles of people in other places are different from ours.
Grade 5	People of the Americas	1. Freedom to worship	1. Point out that people came to the Americas because of religious persecution.
		2. Right of privacy	2. Explain that a home cannot be searched without a warrant except under most unusual circumstances.
		3. Freedom of assembly	3. Make clear that there are no laws prohibiting people from getting together in groups for any lawful purpose.
Grade 6	People and cultures	1 Governments respect and protect individual freedoms	1. Compare the record of various governments in protecting individual freedoms.
		2. Right to life	2. Study societies in which individual human rights are not respected.
		3. Right to justice	3. Examine various types of judicial systems.

	Central Focus	Democratic Rights, Freedoms, Responsibilities, or Beliefs Addressed	Illustrations of Opportunities
Grade 7	A changing world of many nations	1. Freedom to participate in the political process 2. Right to equality of opportunity 3. Government guarantees civil liberties	1. Discuss the anticolonial movement in parts of the world. 2. Discuss social class systems in various parts of the world. 3. Debate the status of civil liberties in various developing nations.
Grade 8	Building a strong free nation	1. Right to liberty 2. Participation in the democractic process 3. Freedom of expression	1. Discuss the injustices of slavery. 2. Analyze the voting record of Americans and particularly that of young people 3. Study the debates and compromises reached in the development of the Constitution.
Grade 9	Systems that make a democratic society work	1. Right to equal opportunity 2. The common good 3. Compassion and sympathy	1. Study the opportunities people have to earn a living in various societies. 2. Discuss the extent that economic systems favor the common good. 3. Learn how systems demonstrate compassion and sympathy for the poor and destitute.
Grade 10	Origins of major cultures	1. Freedom of thought 2. Societies need laws 3. Right to justice	1. Discuss the free thinking spirit of the people of Ancient Greece. 2. Discuss the early Roman legal system. 3. Discuss the justice systems in the various great civilizations of the past.

	Central Focus	Democratic Rights, Freedoms, Responsibilities, or Beliefs Addressed	Illustrations of Opportunities
Grade 11	The maturing of America (U.S. History)	1. Right to life	1. Debate the issues surrounding capital punishment.
		2. Right to liberty	2. Debate the issue of big government vs. the rights of the individual.
		3. Right to justice	3. Discuss the effectiveness of our judicial system in dealing with repeat offenders.
Grade 12	Citizenship in a modern society: facing issues and problems	1. The common good	1. Analyze whether or not problems are solved through the rational process or on the basis of vested interests.
		2. Right to security	2. Discuss value conflicts surrounding national security: Should we rely on more guns or on more and better education?
		3. Right to justice	3. Discuss why proportionately more minority than majority offenders are convicted by the courts.

SKILLS

SKILLS IN THE SOCIAL STUDIES CURRICULUM[10]

To have a skill means that one is able to do something proficiently in repeated performances. Such things are done automatically, almost without thinking about them. Reading, knowing how to find a book in the library, participating in a group discussion, and finding a place on a map are examples of a few skills important to the social studies. They are critical to achievement, because without them the student cannot meet the requirements and expectations of the social studies program. Skills, then, are important vehicles in learning concepts, searching for information, gaining insight into values and beliefs, and in learning other skills.

Skill learning requires sequential development, systematic instruction, and practice. Using and applying skills is the best form of practice, provided enough supervision is given to preclude practicing incorrect forms of the skill. In an appropriate instructional sequence, simple variants of the skill are introduced at early levels, with more sophisticated applications in the upper grades. The sequence in which skills are introduced, developed, and reinforced should be determined by conditions unique to particular school populations and, therefore, must be developed at the local level.

Skills essential to social studies can be grouped in a problem-solving sequence in the following major categories:

Skills related to acquiring information

- Reading skills
- Study skills
- Reference and information search skills
- Technical skills unique to electronic devices

Skills related to organizing and using information

- Intellectual skills
- Decision-making skills

Skills related to interpersonal relationships and social participation

- Personal skills
- Group interaction skills
- Social and political participation skills

Table 5
SCOPE AND SEQUENCE OF THE "ESSENTIAL SKILLS"[11]

The social studies skills area can be divided into three basic parts: 1) acquiring information, 2) organizing and using information and 3) interpersonal relationships and social participation. Suggested Strength of Instructional Effort: Minimum or None; Some; Major; and Intense.

Skill Area	K-3	4-6	7-9	10-12
A. SKILLS RELATED TO ACQUIRING INFORMATION				
1. Reading skills				
a. Comprehension				
(1) Read to get literal meaning	Major	Intense	Major	Some
(2) Use chapter and section headings, topic sentences, and summary sentences to select main ideas	Minimum or None	Intense	Major	Some
(3) Select passages that are pertinent to the topic being studied	Major	Major	Major	Major
(4) Interpret what is read by drawing inferences	Minimum or None	Some	Major	Intense
(5) Detect cause and effect relationships	Minimum or None	Some	Major	Intense
(6) Distinguish between fact and opinion, recognize propaganda	Minimum or None	Some	Major	Intense
(7) Recognize author bias	Minimum or None	Some	Major	Intense
(8) Interpret picture clues and picture captions to aid comprehension	Major	Major	Major	Some
(9) Use literature to enrich meaning	Minimum or None	Some	Major	Intense
(10) Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts	Some	Major	Intense	Intense

Skill Area	K-3	4-6	7-9	10-12
(11) Read a variety of printed material—books, magazines, newspapers, directories, schedules, journals	Minimum or None	Some	Major	Intense
(12) Use appropriate sources to gain meaning of essential terms and vocabulary—glossary, dictionary, text word lists	Minimum or None	Major	Major	Intense
(13) Recognize and understand an increasing number of social studies terms	Minimum or None	Major	Intense	Intense
b. Vocabulary				
(1) Use usual word attack skills: sight recognition, phonetic analysis, structural analysis	Intense	Intense	Some	Some
(2) Use context clues to gain meaning	Some	Major	Intense	Major
(3) Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary text, word lists	Minimum or None	Intense	Major	Major
(4) Recognize and understand an increasing number of social studies terms	Minimum or None	Intense	Intense	Major
c. Rate of Reading				
(1) Adjust speed of reading to suit purpose	Minimum or None	Major	Major	Intense
(2) Adjust speed of reading to difficulty of the material	Minimum or None	Major	Major	Major
. Study skills				
a. Finding information				
(1) Use various parts of a book-index, table of contents	Minimum or None	Major	Some	Some

Skill Area	K-3	4-6	7-9	10-12
(2) Use key words, letters on volumes, index, and cross-references	Minimum or None	Major	Some	Minimum
(3) Evaluate sources of information--print, visual and electronic	Minimum or None	Some	Some	Major
(4) Use appropriate sources of information	Minimum or None	Some	Major	Major
(5) Use the community as a resource	Minimum or None	Some	Major	Major
b. Arrange information in a usable form				
(1) Make outline of topic—webbing	Minimum or None	Some	Major	Major
(2) Prepare summaries	Minimum or None	Some	Major	Major
(3) Make timelines				
(4) Take notes--keep records	Minimum or None	Some	Major	Major
(5) Use italics, marginal notes, and footnotes	Minimum or None	Some	Major	Major
(6) Listen for information and follow given directions	Intense	Major	Some	Some
(7) Write reports, research papers, using bibliographies	Intense	Major	Major	Some
(8) Prepare a bibiliography	Minimum or None	Some	Major	Intense
3. Reference and information search skills				
a. Library-				
(1) Use card catalog to locate books	Some	Some	Major	Major
(2) Use "Reader's Guide to Periodical Literature", public, as well as school library	Minimum or None	Some	Major	Major
(3) Use COMCATS (Computer Catalog Service)	Minimum or None	Some	Major	Major

	Skill Area	K-3	4-6	7-9	10-12
	(4) Use public library telephone information service	Minimum or None	Same	Same	Same
b.	Use special references—				
	(1) Almanacs	Minimum or None	Minimum or None	Same	Major
	(2) Encyclopedias	Same	Intense	Same	Minimum or None
	(3) Dictionaries	Same	Intense	Same	Minimum or None
	(4) Indexes	Minimum or None	Major	Same	Same
	(5) Government publications	Minimum or None	Minimum or None	Same	Major
	(6) Microfiche	Minimum or None	Minimum or None	Same	Major
	(7) Periodicals	Minimum or None	Same	Major	Major
	(8) News resources: newspapers, new magazines, TV, radio, videotapes, artifacts	Same	Same	Same	Major
c.	Maps, globes, graphics use map and globe reading skills				
	(1) Orient a map and note directions	Minimum or None	Intense	Major	Same
	(2) Locate places on a map and globe	Minimum or None	Major	Intense	Same
	(3) Use scale and compute distances	Minimum or None	Same	Major	Same
	(4) Interpret map symbols	Minimum or None	Same	Major	Intense
	(5) Compare maps and make inferences	Minimum or None	Same	Same	Same
	(6) Interpret graphs	Minimum or None	Same	Major	Intense
	(7) Detect bias in visual material	Minimum or None	Same	Major	Intense
	(8) Interpret social and political messages of cartoons	Minimum or None	Same	Major	Intense

Skill Area	K-3	4-6	7-9	10-12
(9) Interpret history through artifacts	Minimum or None	Some	Major	Major
d. Community Resources				
(1) Use sources of information in the community	Minimum or None	Some	Major	Major
(2) Conduct interviews of individuals in the community	Minimum or None	Some	Major	Major
(3) Use community newspapers	Minimum or None	Some	Major	Major
4. Technical Skills Unique to Electronic Devices				
a. Computer				
(1) Operate a computer using prepared instructional or reference programs	Minimum or None	Some	Major	Major
(2) Operate a computer to enter and retrieve information gathered from a variety of sources	Minimum or None	Some	Major	Major
b. Telephone and Television Information Networks				
(1) Is able to access information through networks	Minimum or None	Some	Some	Some
B. SKILLS RELATED TO ORGANIZING AND USING INFORMATION				
1. Intellectual Skills				
a. Classify information				
(1) Identify relevant, factual material	Minimum or None	Some	Major	Major
(2) Sense relationship between items of factual information	Minimum or None	Some	Major	Major
(3) Group data into categories according to appropriate criteria	Some	Some	Major	Major

Skill Area	K-3	4-6	7-9	10-12
(4) Use proper sequence for occurrence and importance	Some	Some	Major	Major
(5) Place data in tabular form--charts, graphs, illustrations	Some	Some	Major	Major
b. Interpret information				
(1) State relationships between categories of information	Minimum or None	Some	Major	Major
(2) Note cause and effect relationships	Minimum or None	Some	Major	Intense
(3) Draw inferences from factual material	Minimum or None	Some	Major	Intense
(4) Predict likely outcomes based on factual information	Minimum or None	Some	Major	Intense
(5) Recognize the value dimension of interpreting factual material	Minimum or None	Some	Major	Intense
(6) Recognize when more than one interpretation is valid	Minimum or None	Some	Major	Major
c. Analyze information				
(1) Form a simple organization of key ideas related to a topic	Minimum or None	Major	Major	Major
(2) Separate a topic into major components according to appropriate criteria	Minimum or None	Major	Major	Major
(3) Examine critically the relationship between elements of a topic	Minimum or None	Some	Major	Major
(4) Detect bias in data presented in various forms	Minimum or None	Some	Major	Intense
(5) Compare and contrast credibility of differing accounts of the same event	Minimum or None	Some	Major	Intense

	Skill Area	K-3	4-6	7-9	10-12
d.	Summarize information				
	(1) Extract significant ideas from illustrative details	Minimum or None	Some	Major	Major
	(2) Combine critical concepts into a statement of conclusions	Minimum or None	Some	Major	Major
	(3) Restate major ideas of a complex topic	Minimum or None	Some	Some	Some
	(4) Form opinions based on critical examination of relevant information	Minimum or None	Some	Major	Intense
	(5) State hypotheses for further study	Minimum or None	Some	Major	Intense
e.	Synthesize information				
	(1) Propose a new plan of operation,create a new system, or devise a futuristic scheme based on available information	Minimum or None	Some	Major	Major
	(2) Reinterpret events in terms of what might have happened	Minimum or None	Some	Some	Some
	(3) Present visually (chart, graph, diagram, model, etc.) information extracted from print	Minimum or None	Some	Major	Major
	(4) Prepare a paper that requires a creative solution to a problem	Minimum or None	Minimum or None	Some	Major
	(5) Communicate orally and in writing	Some	Intense	Intense	Intense
f.	Evaluate information				
	(1) Determine whether or not the information is pertinent to the topic	Minimum or None	Some	Major	Major
	(2) Estimate the adequacy of the information	Minimum or None	Minimum	Some	Major

Skill Area	K-3	4-6	7-9	10-12
(3) Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency	Minimum or None	Minimum or None	Some	Major
g. Decision Making Skills				
(1) Identify a situation in which a decision is required	Minimum or None	Some	Major	Intense
(2) Secure needed factual information relevant to the decision	Minimum or None	Some	Major	Major
(3) Recognize the values implicit in the situation and the issues that flow from them	Minimum or None	Some	Major	Intense
(4) Identify alternative courses of action and predict likely consequences of each	Minimum or None	Some	Major	Major
(5) Make the decision based on the data obtained	Some	Some	Major	Major
(6) Take action to implement the decision	Minimum or None	Some	Major	Major
C. SKILLS RELATED TO INTERPERSONAL RELATIONSHIPS AND SOCIAL PARTICIPATION				
1. Personal skills				
a.				
(1) Express personal convictions	Minimum or None	Some	Major	Intense
(2) Communicate own beliefs, feelings and convictions	Minimum or None	Some	Major	Major
(3) Adjust personal behavior to fit the dynamics of various groups and situations	Minimum or None	Some	Some	Some
(4) Recognize the mutual relationship between human beings in satisfying each other's needs	Major	Major	Major	Major

Skill Area	K-3	4-6	7-9	10-12
2. Group Interaction Skills				
a.				
(1) Contribute to the development of a supportive climate in groups	Minimum or None	Some	Some	Major
(2) Participate in making rules and guidelines for group life	Major	Major	Major	Major
(3) Serve as a leader or follower	Major	Major	Major	Major
(4) Assist in setting goals for the group	Major	Major	Major	Major
(5) Participate in delegating duties, organizing, planning, making decisions, and taking action in a group setting	Minimum or None	Some	Major	Major
(6) Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences	Some	Some	Major	Major
3. Social and Political Participation Skills				
a.				
(1) Keep informed on issues that affect society	Minimum or None	Some	Major	Major
(2) Identify situations in which social action is required	Minimum or None	Some	Major	Intense
(3) Work individually or with others to decide on an appropriate course of action	Minimum or None	Some	Major	Intense
(4) Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights	Minimum or None	Some	Major	Intense
(5) Accept and fulfill social responsibilities associated with citizenship in a free society	Minimum or None	Some	Major.	Intense

S T R A N D S

FOR DEVELOPING A SOCIAL STUDIES PROGRAM[12]

This section takes the four primary goals of knowledge, skills, values and social participation, and discusses each as "strands" around which a K-12 social studies program should be organized.

KNOWLEDGE STRAND

The importance of knowledge acquisition as one of the four broad goals of social studies instruction is apparent in the majority of daily classroom activities. The broad function of knowledge is to provide the reservoir of data, ideas, concepts, generalizations and explanations which in combination with thinking, valuing and social participation can be used by the student to function rationally and humanely in our society.

A need for students to understand themselves and the world around them has increased tremendously during the past 25 years as a knowledge explosion has increased the complexities of life and brought new challenges. This new knowledge discovered by scholars during the past 25 years exceeds all discoveries made previously. Many of the new discoveries give students a broader knowledge of the world than before. Television, for instance, exposes students to violence, crime and war in a more forceful and intensive way than any other communication medium in history. Atomic energy has become a reality and the possibilities for effective use of other forms of energy are now being explored. Humans have been able to leave earth and set foot on the moon. Sophisticated equipment has given us new knowledge of the distant planets of Mars and Venus. Machines which were once operated by human hands are now run by other machines. Helping students to gain the knowledge, skills and attitudes for coping with their complex world is one of the nation's most urgent priorities.

This section will focus upon those major components of knowledge around which social studies instruction should be organized. Components are facts, concepts, generalizations and explanations. An understanding of each of these components is necessary if students are to have an effective knowledge base for functioning in our society.

Facts

There can be no education without facts. Facts are important, for they provide the evidence on which to build concepts and to support generalizations, and they promote precision in thinking. However, facts are not important just for the sake of learning facts.

With the movement away from survey courses and less emphasis on coverage of facts, the educator is faced with an additional responsibility. The teacher must choose which facts will be taught. The need to make a selection of facts requires that an educator have criteria for selection which are related to a specific objective. If the objective is to build a certain concept or generalization, only those facts relative to both the concept and the readiness of the pupil should be used.

Facts are testable claims. The location of places, dates and events, activities of people, artifacts of past human activities, statements of rules, a physical description of something are facts or the bases for factual claims.

Examples of Fact Statements

Des Moines is the capital of Iowa

The United States produces less oil than it needs to meet domestic demand (1986)

Fewer than five percent of the people in the United States are engaged in farming as their major occupation.

Facts need to be distinguished from opinion or statements involving value claims in which judgments of worth, right, wrong or aesthetic quality are expressed.

Examples of Opinion Statements

The Ford is a good automobile.

Junk foods are bad for your health.

The island inhabitants are a handsome people.

Specific facts may be combined to form fact summaries that enable students to move toward conceptualizing, generalizing and explaining.

Examples of a Fact Summary

Fact Statement

In 1982 Iowa agriculture produced goods valued at $11.5 billion.

Fact Statement

During the same year Iowa manufacturers produced goods valued at $31.5 billion.

Fact Summary

In 1982 Iowa manufacturers produced goods with a value approximately three times greater than that of Iowa's crop and livestock production.

Concepts

A concept is an idea represented by a word or term that stands for a class or group of things. It includes all the characteristics associated with that class or group of things. For example, the concept "family" includes all the characteristics that families have in common. A person's concept of something is built up from a variety of experiences. A young child's concept of family may be limited to the immediate group of people in the home. As the child grows older, the concept of family becomes more sophisticated as there is exposure to other family groups, pictures and stories of families, until "family" includes the notion of a wide variety of units in terms of ethnic background, size and function.

Concepts are the basic building blocks of all knowledge. Concept development is a fundamental part of the learning process. Students need a variety of experiences—both inside and outside of the classroom—that will help them develop such concepts as democracy, private enterprise, interdependence, citizenship, culture, scarcity and rule. As a type of knowledge, concepts are powerful learning tools. If one knows a conceptual idea, one knows the concept's definition as well as many concept examples. One is able to distinguish examples from nonexamples of the concept. Thus, when one encounters a new example of the concept, one should be able to apply the conceptual idea and thus comprehend the new example. No other kind of learning is so freeing as is concept learning: knowing a concept enables the learner to go beyond the immediate.

A concept may be a simple idea such as river or house, for which there are concrete referents. These are relatively easy to teach and for students to learn. Direct or vicarious experiences with the object associated with word labels are frequently sufficient. But many of the most significant concepts used in social studies are more abstract, complicated notions. Table 6 illustrates a complexity-abstraction continuum of concept understanding.

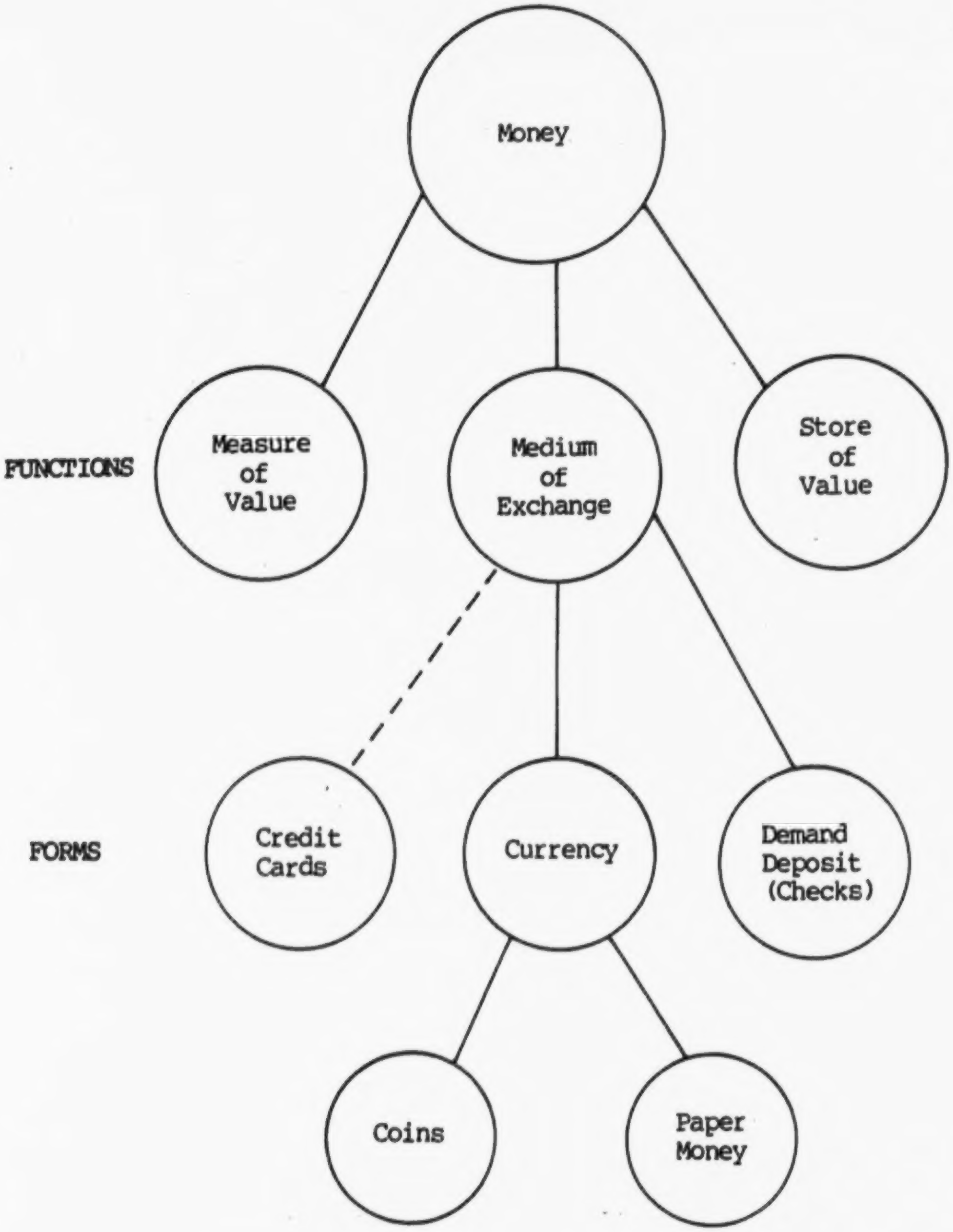
Table 6
LEVELS OF ABSTRACTION OF CONCEPTS

Examples		
High-level concepts	Big, general ideas, very abstract	Conflict Culture Institutions Interdependence Scarcity
Middle-level concepts	General ideas, somewhat abstract May combine smaller ideas	Barter Group Law Nation Role Money
Low-level concepts	General ideas about concrete things	Food Mountain River Shelter

Middle and high abstraction level concepts are more difficult to learn because they usually consist of two or more subcomponents that may be essential for complete understanding of the concept. In addition the higher level concepts are vague and often difficult to comprehend in and of themselves. Thus, the more general the idea, the more time and examples are usually needed before a learner is able to comprehend this abstract idea enough to use it.

A concept of middle-level abstraction is money. This concept serves three functions, and has three major subcomponents. One way to visualize this is to develop a diagram.

Figure 4
CATEGORIZATION OF CONCEPT, MONEY



Money
FUNCTIONS
Measure of Value
Medium of Exchange
Store of Value
FORMS
Credit Cards
Currency
Demand Deposit (Checks)
Coins
Paper Money

Initially elementary school students might be introduced only to the function, **medium of exchange.** Later in their social studies program the other two functions, **measure of value,** and **store of value,** might be introduced. Thus students may develop more complete understanding of the role money plays in modern economic systems. Eventually the concept becomes more useful to them in dealing with other **economic concepts** such as **market, price, cost,** and **inflation.**

Concepts may be drawn from many disciplines, and many concepts are interdisciplinary. Following are listings of concepts categorized in two different ways that have been suggested as a basis for curriculum organization.

Table 7
EXAMPLES OF SOCIAL SCIENCE CONCEPTS

History

Note: History does not have a special set of concepts that distinguish it from other social science disciplines. The historian forms concepts and generalizations using the terminology of the other social sciences.

Geography

Areal association
Areal distribution
Boundary
Climate
Culture
Landscape
Link
Location
Node
Place
Region
Scale
Season
Site
Situation
Spatial interaction
Vegetation

Economics

Allocation
Capital
Consumer
Cost
Decision making
Division of labor
Goods
Income
Interdependence
Economy
Money
Price
Producer
Production
Profit
Scarcity
Services
Wants

Political Science

Authority
Citizenship
Decision making
Ethics
Executive
Institutions
Judicial
Law
Leadership
Legislative
Political Process
Political systems
Power
Sanctions
State

Anthropology

Acculturation
Artifacts
Culture
Diffusion
Enculturation
Evolution
Family
Innovation
Language
Role
Social Control
Tradition

Psychology

Behavior
Conflict
Coping
Frustration
Language
Motivation
Socialization

Sociology

Culture
Groups
Interaction
Norms
Pluralism
Roles
Rules
Sanctions
Socialization
Society
Values

Table 8
EXAMPLES OF INTERDISCIPLINARY CONCEPTS

Substantive Concepts*

sovereignty
conflict - its origin, expression and resolution
the industrialization/urganization syndrome
secularization
compromise and adjustment
comparative advantage
power
morality/choice
scarcity
input/output
saving
the modified market economy
habitat
culture
institution
social control
social change
interaction

Value Concepts

human dignity
empathy
loyalty
government by consent of the governed
freedom and equality

Aspects of Method

historical method and point of view
the geographical approach
causation
observation, classification and measurement
analysis and sythesis
objectivity
skepticism
interpretation
evaluation
evidence

*Adapted from Roy A. Price et. al., Major Concepts for Social Studies, (Syracuse: Social Studies Curriculum Center, 1965).

Generalizations

Generalizations are statements or propositions that relate two or more concepts or ideas. Generalizations have wider applicability than factual claims because they can be applied to a variety of situations or give meaning to a set of factual claims. They may vary, however, in their breadth or universality. Note the variations in applicability of the following generalizations:

> **Farming in the United States has changed greatly since colonial days.**
>
> **In a market economic system the demands of consumers primarily determine what things will be produced.**
>
> **Land and climate, in part, affect the way people earn their living.**

The first two generalizations are restricted either to a particular place and time or to a particular set of conditions. The latter generalization is universal in that it makes a claim purportedly true for all times, places and people. In selecting generalizations as a basis for organizing the social studies curriculum, it is usually more desirable to use those with the broadest applicability. Those generalizations enable the learner to explain the most examples.

Examples of generalizations selected from various disciplines and their relationships to concepts and facts may be used as a basis for organizing social studies curriculum and classroom instruction are shown in the following table.

Table 9
EXAMPLES OF THE RELATIONSHIP AMONG GENERALIZATIONS, CONCEPTS, AND FACTS FROM SOCIAL SCIENCE DISCIPLINES*

History and the Social Science Disciplines	Ideas (Generalizations)	Complex Concepts	Specific Concepts	Specific Judgments of Fact
Anthropology	The life style of a culture is is shaped by the contribution of groups that make up that culture.	Culture	Digging stick	Orthodox Hindus do not eat beef.
Economics	Every society faces a conflict between unlimited wants and limited resources.	Scarcity	Factory	The per capita income of the United States in 1965 was roughly twice that of Great Britain and four times that of India.
Geography	Every geographic area is affected by physical, biotic and societal forces.	Climate	Seaport	Latosolic soils develop in the humid low latitudes where temperatures are high and rainfall heavy.
History	Historical events can rarely, if ever, be explained in terms of a single cause.	Casualty	Historical document	The Quebec Act was passed in 1774.
Political	All societies establish authoritative institutions that can make decisions that are binding on the members of the society.	Political System	Citizen	The Federal Government of the United States has three main branches.
Psychology	The social groups to which an individual belongs help shape his behavior.	Personality	Person	The higher an animal is in the ontogenetic scale, the more complex is the organization of its nervous system.
Sociology	All social systems are important and meaningful to those individuals who are their members.	Social System	Family	Some Pakistani families make their living by raising sheep on the plains of central Asia.

*From Jack R. Fraenkel. Helping Students Think and Value: Strategies for Teaching the Social Studies. Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1973. p.109.

In addition to their restrictiveness or universality, generalizations may vary in a number of other qualities. It is important for students to understand some of these qualities in order to learn efficiently and think effectively. Some generalizations are definitional in nature. That is, they describe how terms of concepts are to be used or related.

Example

All bachelors are unmarried males.

Some generalizations are empirically testable. These are of three basic types. First are those that make specific claims such as stating that a specific occurrence took place at a particular time and location.

Example

In the mid 1970s the United States' birth rate declined to the point where the population growth rate was nearly zero.

A second type of generalization is a general claim that relates types of occurrences.

Example

Blue collar workers tend to vote for Democratic party candidates.

A third type of generalization includes those that state a theory or theory-like pattern of interdependent ideas. Social scientists, unlike their colleagues in the natural and physical sciences, have relatively few theories and few if any laws. But in disciplines such as economics and political science scholars have constructed well-known models or theories of human interaction that describe and relate phenomena and behavior. These models may also serve as guides to action. Models of our economic system, for example, enable economists to advise (though frequently they offer conflicting advice) on policies government leaders should pursue to maintain prosperity and stability.

Example

Increasing the money supply during a period of declining prices and rising unemployment will tend to stimulate economic recovery.

As guides to action, these generalizations are testable claims and enable us to inquire further and to refine our understanding of various occurrences and interrelationships.

Some generalizations express conditional claims and in so doing they often express a causal relationship.

Example

If taxes are increased, then the party in power will tend to lose voting support in the next election.

Notice that this generalization is stated in "if...then" form. By stating it in this way, it becomes a testable hypothesis and is easily usable for classroom instructional purposes. Teachers may help students refine their thinking if they encourage students to state generalizations in this manner—as tentative propositions to serve as further guides to inquiry.

When teachers organize their instruction around generalizations, they must face the inevitable problem of selection. Since some generalizations are more powerful than others, teachers should choose those that offer the greatest utility or broadest application.

As a guide to selecting the most comprehensive generalizations, teachers may find useful the following criteria stated in question form.

- To how many varied areas, events, people, ideas, objects, etc., does the generalization apply? (applicability)
- How likely is it that the relationship which the generalization suggests does not indeed exist? (accuracy)
- To what degree does the generalization as stated lead to other insights? (depths)
- To what extent does the generalization suggest important aspects of human behavior and explain important segments of today's world? (significance)
- How much information does the generalization encompass? (breadth)
- How many complex concepts does it include? (conceptual strengths)*

Explanations

Teaching students to generate and use facts, concepts and generalizations in the social studies is obviously important. These are means to an end. The important aim is for students to come to grips with explanations of phenomona, which is the work of social scientists and other scholars. Since the social studies draws its content from many disciplines, students will deal with several types of explanations. Briefly, explanations are a series of generalizations linking together concepts and factual claims to impart meaning to a series of occurrences or to behavior.

Explanations follow different patterns. Some may be deductive; others may be based upon statistical probabilities; still others may be based upon a narrative reconstruction of a sequence of events or a description of ideas, interests and desires that motivate individual behavior. Explanations are answers to questions posed by the inquirer. Why did the French Revolution occur? Why does a relatively large percentage of Americans own automobiles? How was Jimmy Carter able to win election as president? What caused the Civil War?

In response to the last question, a typical question dealt with in the study of U.S. history, many explanations have been given. Sometimes historians cite multiple causes, sometimes they cite a single cause. For example, compare these two explanations.

> And of the American Civil War, it may safely be asserted that there was a single cause, slavery...When events are reduced to their last elements, it plainly appears that the doctrine of states' rights and secession was invoked by the South to save slavery, and by a natural antagonism, the North upheld the Union because the fight for its preservation was the first step toward the abolition of Negro servitude...If the Negro had never been brought to America, our Civil War could not have occurred.
>
> Historian James F. Rhodes

> Slavery was the surface issue; the real conflict went deeper. Twice before in our history nullification had been attempted with veiled threats of secession, by New England during the second war with England, and by South Carolina in 1832. In neither case was slavery an issue; rather, it was the belief that local economic interests had been unjustly injured. In short, secession would have been quite possible if Negro slavery had never existed.
>
> Historian Harold U. Falkner

SKILLS STRAND

Skill development is an essential part of the social studies program. As soon as children can talk, they begin to acquire information by asking questions. Sooner or later parents and teachers are unable to provide the information. Long before that, children begin developing the skills needed to answer their own questions and to solve their own problems.

To achieve success as a student and an adult, each student must become proficient in finding, analyzing, evaluating and applying information. Skills should be developed that will facilitate satisfying relationships with other people. Because these skills are vital to successful living, their development has become an important goal of education and a key part of the social studies curriculum.

Skills are means to an end, not an end in themselves. Skills development must start very early in life because skills are acquired, retained and refined through practice. The more complex the skill, the more practice it takes to acquire and master its use. The skill should be taught functionally—in the content of a topic of study rather than as a separate program.

A skill indicates a specific proficiency which in combination with other interrelated skills enables one to become competent.

A competency indicates a broad statement that encompasses a combination of skills.

Success in school and in many other settings is related to skills mastery. Being able to comprehend and communicate ideas, to find needed information, to work with otehr persons on a task, are essential life skills. The social studies program aims to develop these skills in students and to provide opportunities for skills to be used.

As frequently as possible, skills should be taught in situations that require their use. If the students see that the development of a certain skill will help them gain success in school or in life outside the classroom, they are usually much more eager to develop it than they would be if they had to learn the skill for use in an isolated situation. Students learn more successfully if they feel a real need for developing the skill. **(See Appendix A, pp. 99-105)**

Social studies skills are highly interrelated. The student seldom uses any one of the social studies skills without using others. For example, in order to communicate effectively in a report, a student might have to

- find materials in a library;
- read to find answers to questions;
- interpret maps, globes, graphs and charts;
- take notes;
- make a bibliography;
- write with clarity and accuracy.

A skills program must provide for individual differences. In planning a skills program, the teacher must consider the different needs, interests, experiences and abilities of individual students. To achieve optimum student growth, classroom goals, and teaching strategies must provide for these differences.

Students must read social studies materials creatively and with comprehension. The inability of students to read social studies materials is one of the greatest problems that teachers face. The social studies teacher should be a teacher of reading who can help students read and comprehend social studies materials.

Students should learn to read social studies materials creatively, i.e., they should learn to communicate with the author by adding ideas to those presented by the author and talking back to the author, agreeing or disagreeing with the ideas presented. Reading creatively involves the use of many thought processes.

To comprehend written social studies materials, the student must be able to visualize what the author had in mind. "Picture-reading" is an effective way of achieving this goal.

Social studies skills require students to think. All social studies skills call for thinking skills. A student cannot develop proficiency in any of these skills without developing those processes. For example, a student making a map comparing the main types of farming and industry in two states must learn map and globe skills. Just as important, the student should practice skills of comparing and contrasting, analyzing similarities and differences, inferring reasons and predicting future trends.

To develop a skill, the student must practice it correctly. A student cannot gain a skill merely through observation or by reading about it. The student must practice the skill correctly with a desire to improve performance; mastery is attained with considerable practice.

The student improves the ability to perform a skill over a period of time. The student develops skills gradually as the result of a succession of appropriate learning experiences. A skill is not mastered all at one time. Instead, the student begins by first learning the skill on a low level of performance. Then, gradually, progress is made to more advanced levels.

VALUES AND ATTITUDES STRAND

As people grow and learn through experience, they develop general guides to thinking about the world their behavior in it. These guides give meaning and direction to life and are called values. In essence, values are standards and principles for judging things, ideas, people, actions and situations. People build their own value systems through a multitude of experiences related to other people, ideas and events. Values are the things in life that are considered worthwhile or desirable.

In addition to values, individuals develop attitudes to respond to particular people, objects, situations or actions in consistently specific ways. Attitudes may be defined as behavioral expressions of developing values. Attitudes are acquired tendencies to respond positively or negatively, favorably or unfavorably to persons, groups, objects, situations, ideas or events. Values, however, are more basic elements in one's way of looking at the world; they underlie attitudes. Whereas people may have a great many attitudes, they generally have far fewer values.

The process by which people come to hold certain values and exhibit particular attitudes is referred to as socialization. Family, church, school, recreation, government, and other institutions, as well as the society at large, serve as agents of socialization. Although many scholars have noted the special relationships among learning, personality and values, educators have been divided by several major questions:

- Should schools undertake a conscious, active role in values education?
- If so, should they attempt to teach specific values or be neutral?
- If schools attempt to teach acceptance or commitment to specific values, which value should be selected?
- How should instruction be organized and what teaching methods employed to deal with values?

Certainly these are delicate issues and there are many interpretations of the statement that the school has definite responsibilities in helping young people develop values necessary for preserving and strengthening the principles of a free society. Educators should be concerned with helping students identify and analyze values from the substance of the social studies and helping them develop priorities of social, political and economic values that advance the cause of responsible civic behavior. Some of these values are:

- the dignity and worth of the individual;
- democracy as a way of life and government;
- enrichment of society through cultural diversity;
- acceptance of rights and responsibilities to one's nation;
- a free and open market in the exchange of goods and services;
- respect for those who are different in terms of appearance, race, creed or national origin;
- the peaceful interdependence of nations;
- education as a vehicle in the pursuit of human and social happiness.

There are many other important values, but certainly these rank high on the scale of values which the social studies can convey to students.

If schools have responsibility for openly dealing with values and attitudes, then what values should be dealt with? How do schools deal with them? Values phenomena may be studied, examined, compared and evaluated much like any other kind of social science data. Students must first understand what it is their society stands for before they are able to develop an appreciation or commitment to it.

What are the specific implications for those who teach social studies? In addition to studying about values as content, students should also be provided with opportunities to analyze value issues. The selection of learning experiences should be guided by the cognitive and emotional maturity of the student. As students gain in logical, analytical skills, they can apply these skills to dilemmas occurring in personal, community, national, or global situations.

Certainly the values component of the social studies program is complex and often controversial. Local school systems and communities must address this area carefully and make appropriate curricular choices. A value-free classroom is neither possible nor desirable. Public school educators and social studies teachers in particular have definite responsibilities to help young people develop those values and attitudes necessary for preserving and strengthening a free, humane, and just society. Essential to this society is the development of citizens who are able to exercise reasoned, critical thinking and who have developed a commitment to democratic ideals and way of life.

SOCIAL PARTICIPATION STRAND—ROLES, SKILLS AND EXPERIENCES

The acquisition of knowledge, the learning of fundamental cognitive skills, the development of attitudes and values, and the ability to engage in value analysis and moral reasoning are but prerequisites for students' social participation. A curriculum that does not have as a fundamental goal the development of student willingness and abilities to participate effectively in a society's political economic, social, and cultural affairs is incomplete. Good citizenship has consequently been a longtime goal of social studies instruction.

Too often the goal has not been translated into specific meaningful experiences that provided opportunities for students to develop a willingness to participate, a sense of belonging, a sense of community, a feeling of power to influence people and institutions. Specific skills and abilities are needed to translate personal and group goals into effective action in civic affairs. When a student completes a high school program, he or she should be able to say "I know what's going on, I'm part of it and I'm doing something about it."[13]

Such a sense of community involves multiple levels; it begins with the family and expands outward as children mature—to involve peer groups, neighborhoods, and the school's larger community. Eventually, this sense of community extends to a region, the nation, and perhaps in some respects to all humanity. In its basic form, however, a community may be viewed as a group "(1) in which membership is valued as an end in itself, not merely as a means to other ends; (2) that concerns itself with many and significant aspects of the lives of members; (3) that allows competing factions; (4) whose members share commitment to common purposes and to procedures for handling conflict within the group; (5) whose members share responsibility of the actions of the group; and (6) whose members have enduring and extensive personal contact with each other."[14] The development of a sense of community, argued to be the single most important goal for education in the decades ahead, requires a useful fund of knowledge, clarity of attitudes and values, cognitive and human relations skills, and responsible social participation.[15]

In a democracy social participation should be based upon a reasoned commitment to fundamental values such as justice, dignity, worth of individuals and rationality. Such participation should be encouraged from the primary grades through senior high school. Students should participate in both in-school and out-of-school activities. Some activities fall into the categories of observation and data collection. Others may involve more active organizational and leadership roles.

Not all social action involves direct or actual participation in school or community affairs, although that may be an ultimate goal. Some activities may be categorized as readiness activities. These include role playing, simulation games, and other devices designed to develop readiness for handling actual experiences that can be provided later or for which suitable direct activities cannot be provided.

Finally, although social participation activities may focus on the resolution of issues or problems or attempts to bring about change, they also may involve activities supportive of institutions, organizations, group or socially accepted patterns of civic behavior. Some participation may include voluntary efforts in community agencies that provide services to citizens such as day care centers or scouting groups. What is important is for the individual to develop a sense of community, that is, a feeling of belonging, of shared goals, responsibilities and rights, and a sense of personal worth and power to contribute usefully.

In planning school programs to provide opportunities for achieving social participation goals, the descriptions of roles, skills and experiences in Table 10 may serve as a useful guide.

Table 10
SOCIO-CIVIC PARTICIPATION ROLES AND RELATED SKILLS*

Role	Skills	Participation Experience
Observing and reporting	- Listens and observes - Records main ideas or other information	- Attends group meetings - Interviews individuals - Prepares and distributes questionnaires - Gives reports by written or oral account, media presentations or panel discussions
Supporting and helping	- Performs tasks as directed - Works well with others - Treats others with respect and fairness	- Tutors others - Supervises activities or tends younger children - Shares experiences with older persons - Assists teachers, public officials or volunteers in service-related tasks - Works for the election of political candidates - Participates in a community interest group
Soliciting and advocating	- Obtains the view of others - States position clearly - Provides reasons for advocated position - Knows how to influence others through appeals to their interests	- Engages others in discussion of selected issues or problems - Establishes positions based on logic and evidence - Brings problems and potential solutions to the attention of leaders and others in schools, community or organizations - Mobilizes support for course of action
Organizing and leading	- Identifies goals and priorities - Plans and coordinates group activities - Matches roles and tasks with individuals according to their interest and skills - Creates a favorable working climate	- Implements plans of action - Establishes a special interest group for the purpose of meeting a special need in school or community - Volunteers to chair action or task committees in school, church or civic organization - Seeks elective office in a group or organization

* Adapted from Judith Gilliespie and Stuart Lazarus, "Teaching Political Participation Skills," Social Education, October, 1976, 40:373-78.

APPROACHES TO ORGANIZING INSTRUCTION[16]

Specific teaching techniques are selected and used by teachers to help students attain a set of competencies. Teachers usually employ a specific approach or a more general way of attacking a topic or unit. Listed below are several possible approaches the teacher might use.

Case study approach is also known as indepth studies or postholing. This approach involves the study of a limited situation or a relatively small class of phenomena or a moment in time rather than a broad survey of a movement or era. Comparison across cases allows the learner to derive useful generalizations.

Comparative studies approach does not restrict comparisons to describing static structures or studying issues in parallel. Events, ideas, etc. are compared through the use of models and concepts that permit the examination of similarities and differences in groups of structures and patterns. Systematic comparative analysis can be incorporated into crosscultural, -spatial, -chronological and interdisciplinary studies. Comparative studies allow students to build from familiar material and knowledge and to expand to less familiar information to increase understanding of both.

Descriptive-expository approach involves the use of a narrative or a description of events as they have been recorded. This approach can be particularly valuable when new information is to be presented as the data upon which other activities are based.

Discovery approach is also known as inductive or indirect learning or inquiry. In this approach, students are encouraged to investigate on their own to discover the concepts, principles and generalizations inherent in the subject matter.

Two kinds of discovery may be designed. In the open-ended approach, the teacher has not previously decided exactly what knowledge or conclusions the students are supposed to reach during the lessons. The teacher is willing to accept whatever issues the students suggest so long as they seem to be serious and the topics relevant.

In the more directive approach, the teacher knows what results are expected. Through the use of teacher questions, students compare examples and derive conclusions.

Although the amount of direction from the teacher varies in these two kinds of discovery, the student is challenged, nevertheless, to conduct the inquiry and to become involved in assembling the information and deriving the generalizations.

Historical-chronological approach is the most commonly used method for teaching history. The events are studies in the context of what happened before, during and after an incident. This approach helps students gain a sense of chronology.

Multimedia approach uses a variety of teaching media to present information and to help students learn. This approach is limited only by funds for some of the expensive equipment and by the creativity and flexibility of the teacher or student planning the presentation. Examples of media include crayons and construction paper, records and song lyrics, transparencies and overhead projectors, cassette players and slides, recipes and cooking utensils, posters and bulletin boards, video tape machines, creative dance classes.

Problem-solving approach presents a series of issues or dilemmas to be investigated, and alternative solutions to be sought and considered. The approach generally centers around conflicting situations or opposing viewpoints, such as the priority of personal liberty vs. public welfare. Students apply problem-solving skills to the analysis of social, economic, political, and personal issues.

Topical or thematic approach centers upon a single topic or theme, such as revolutions, organized labor, immigration, or civil rights, etc. The student investigates one concept or topic through time or space. The general theme is investigated through a collection of relevant incidents or examples.

SUGGESTED STRATEGIES
FOR EFFECTIVE TEACHING AND LEARNING [17]

In devising teaching and learning strategies, curriculum developers should refer frequently to course objectives to make certain that they choose methods which contribute to reaching the goals. They must consider characteristics of the learning task, the learner, the situation and the teacher. The proper combination enhances both learning and motivation.

Students tend to be curious, interested in a range of topics, and generally able to explore ideas in depth. Teaching strategies should enhance these tendencies. Students should be encouraged to explore new and old topics, to investigate ideas using data from many sources and to continue to refine skills necessary for effective problem-solving.

Listed below are summaries of selected teaching strategies and techniques which may be adapted to many situations.

Community studies and surveys use the community as a laboratory and help to make learning relevant. These studies may take many forms, such as surveys of social services, the community's economy, political structure, voting records, and local history. The tape recorder is a useful tool in conducting these studies.

Games may be used in many ways and for many purposes. A game may be a particularly useful way for a student to practice and review facts, definitions or skills introduced in another setting. Game formats may be patterned after T.V. shows or simple commercial board games.

Debates, panel discussions and symposia are useful for bringing out many sides of controversial issues. The student learns to defend a specific viewpoint with facts, and experiences the challenge of hearing opposing viewpoints and different perspectives on that issue.

Discussion can be an effective teaching tool if handled correctly. It is good feedback technique to assess what students are learning. Productive discussion allows students to test their ideas before others and to learn the positions of others. The teacher must guard against this useful technique becoming an exchange of ignorance, being dominated by talkative students or developing into a session of short student answers to teacher questions.

Exchange projects are an effective means for learning about other people, regions, nations and cultures. Correspondence with schools in other parts of the country or the world can be started by joining organizations which provide rosters of interest schools. One of the best known is World Tapes For Education, Box 15703, Dallas, Texas, 74215.

Field trips are effective for learning about a community first hand. They require advance planning and administrative cooperation. Background lessons prior to the trip help to structure the trip and give students an idea about what to expect and to observe.

Films serve as an effective means of illustrating concepts or documenting a study. Involvement of students may be enhanced by having students narrate a film shown without sound, or by stopping the film for discussion purposes at strategic points.

Group work is effective for promoting the exchange of ideas, peer teaching and social skills. Group members can evaluate each other's work, question ideas and contribute to a group presentation.

Interviews and questionnaires are challenging methods of gathering information, which reinforce skills. Analyzing, categorizing and synthesizing the data to be reported can provide valuable learning experiences as the student's product takes form, the process may include frustration..

Micro-computer programming. (See Appendix J, pp. 155-166, "Computers, Software, and the Social Studies."

Oral history projects, using a tape recorder to interview senior residents, are excellent ways to preserve local history. They also make history "come alive" for students.

Oral reports can be used purposefully to bring information to the class, to present a point of view about an issue and to give students practice in speaking and listening. Oral reports can become interesting student lectures and may be made more effective by the use of transparencies, charts, pictures or other media.

Peer tutors can serve as teacher aides by helping fellow classmates with new, difficult or review information. This technique is based on the idea that the best way to learn something is to try to teach it to someone else.

Resource speakers bring the community into the classroom. They can give an added personal dimension to learning and perhaps substitute for field trips. Every community has possibilities—experts, government officials, travelers, service personnel, Peace Corps returnees, missionaries, company executives. Some communities have compiled directories of available speakers.

Role playing places students in a staged situation where they must defend a viewpoint often different from their own by projecting themselves into the role of another. Allowing students to assume roles helps to bring out their ideas, values and prejudices. It is also useful for analyzing the complexity of a situation by experiencing it and then talking about what feelings arise afterwards.

Simulation games are operating models of physical or social situations. They have proven to be prime motivational devices. Students learn concepts, skills, critical thinking and much more in this format. Teachers should observe or take part in a simulation game before assigning it to students.

Slide/tape presentations help to get the term paper out of the written format. Students present the results in pictorial and audio form with slides and taped narration. The technical aspects of planning this type of presentation illustrate that **how** something is said is often as important as **what** is said. These presentations can be saved and used with other classes.

Sociodrama is a type of role playing which deals with a social problem. The general setting of a sociodrama may be planned, but that is all. The students make up the plot as they go along. In this situation, students bring past experiences to a new problem and use productive thinking to solve problems. The sociodrama differs from a dramatization in which the students walk and talk through a structured script.

Student conferences provide numerous opportunities for students to learn in an out-of-classroom atmosphere. Model United Nations, state legislatures, youth forums, and international days. have built-in motivational and teaching opportunities.

Student exhibitions such as social science fairs or historamas are excellent motivators for both academic and non-academic students. Regional exhibits can be arranged with neighboring schools.

Student intern programs provide a practical plan for getting students into the community to perform useful work and to learn about the community. For example, arrangements can be made with social agencies or municipal offices for students to work on a regular basis on projects with regular staff.

Telectures and **speakerphones** are low cost ways to give students verbal contact with state and national leaders and experts. Through an amplified telephone setup, resource people talk from their homes or offices with one or more classes. Contact your telephone company for details.

Television provides many excellent programs nationally and regionally. The increasing use of videotaping eliminates scheduling problems. Some schools are investing in cameras and producing their own programs for closed circuit use.

Written reports allow students to do indepth research on a specific subject of interest to them. Many important research skills such as locating pertinent information, summarizing ideas and writing notes, outlining and developing a sequence of ideas may be developed and practiced as students write reports.

SAMPLE LESSON FORMATS

UNIT: ETHNIC GROUPS IN THE UNITED STATES[18]

Approach: Interdisciplinary and behavioral

Grade Level: 5

Sample Lesson Titles

Lesson I.	What Is An Ethnic Group?
Lesson II.	The Historical Background of Mexican-Americans and Chinese Americans
Lesson III.	Problems Faced by Ethnic Groups in the U.S.
Lesson IV.	Perspectives of Different Ethnic Groups
Lesson V.	Contributions of Mexican Americans and Chinese-Americans

Teaching Strategies Employed

Lesson I	Picture analysis, example-to-rule concept lesson
Lesson II	Time line, data retrieval chart, value analysis
Lesson III	Example-to-rule concept lesson, data retrieval chart, chart analysis
Lesson IV	Case study, data retrieval chart, role plan, data gathering and portrayal, decision-making model
Lesson V	Brainstorming, data gathering and portrayal

FORMAT: LESSON I, "WHAT IS AN ENTHIC GROUP?"

Concept Objective

The student will be able to:

- recognize and illustrate that whenever and wherever humans have lived they have developed systems of artifacts, beliefs and behavior patterns or culture, which have enabled them to satisfy their social and physical needs.

Process Objectives

The student will be able to:

- acquire information through listening
- frame productive questions
- make inferences about a situation through observation
- recognize and state a problem
- formulate hypothesis based on evidence
- listen and obtain view of others
- state reasons for advocated positions
- combine experiences into larger, inclusive concepts

Performance Objective

The student will be able to:

- demonstrate an understanding of the concept, ethnic group
- demonstrate knowledge about the historical background of the Mexican Americans and Chinese Americans in the U.S.

Indicator Tasks

The student will be able to:

- demonstrate between ethnic groups and non-ethnic groups
- give examples of ethnic groups and describe their general characteristics

Procedures

Introduction—Picture Analysis

Show pictures of Mexican- and Chinese-Americans.

Ask students the following questions:

- What do they see in the pictures?
- Who are the people in the pictures? How would they describe them?
- What are the people doing?
- What can you tell about the people in the pictures? (happy/sad, rich/poor, American/foreign, etc.)

Tell students that the pictures are taken in the United States and that the people in the pictures are Americans. Ask the following questions:

- What are some things you would like to know about these people?
- How did they get to the U.S.?
- Where do they live?
- Are they different from me? How?

Explain to the students that they will be spending a week researching many of the questions.

Example-to-rule Concept Lesson

Conduct interviews in class or play recordings of interviews with a Jewish American, an Afro-American, a Cuban-American, a native American, or a member of any ethnic group present in the U.S. other than a Mexican- or Chinese-American.

Use the following questions for the interviews.

- Have each person introduce him/herself and tell a little about him/herself.
- Why do you consider yourself to be a ____________ American?
- What are some traditions and customs of your group?
- Are there any foods you do or do not eat because you belong in this group?
- Do you exhibit any types of behavior (do certain things) that are due to your membership in this group? If so, explain.
- Does your group hold any values as a group?
- How might one identify a member of your group?

Ask the students questions to elicit aspects of their own ethnic and cultural heritage. Further questions can be developed from students' answers.

- Do any of you know from which country your ancestors came?
- Do any of you belong to a group that has its own traditions, customs, ways of behaving, etc.? Tell us about it.

Explain that the groups you have been talking about are called **ethnic groups**.

Evaluation

- List different groups for the students and have them identify these groups as ethnic or non-ethnic.

  Boy Scouts (non-ethnic)

  Greek-Americans (ethnic)

  South Carolinians (non-ethnic)

  American Indians (ethnic)

  Anglo-Saxons (ethnic)

  Families (non-ethnic)

- Ask students to list three ethnic groups and to identify the general characteristics that make them ethnic groups.

SENIOR HIGH LESSON PLAN 19

Subject: American Government

Unit 3: The Executive Branch

Lesson: Electoral College

Time: Two class periods

Objective: (No. 1—Curriculum Guide) To familiarize the student with the purpose and operation of the electoral college in order to better understand the method of selecting the Chief Executive and the situations that can arise from a presidential election.

Textbook Assignments: Class Text—Pages 375-384

Supplementary Text--Hughes, Pages 104-108

Media Supplements:

16mm film - none

35mm filmstrip - none

Transparencies:

1. Constitutional requirements for the Presidency.
2. Number of electors per state drawn to scale.
3. Chart showing popular vote count and electoral votes--Elections of '12, '16, '24, '48, '60 on.
4. Chart showing all candidates for 1976 election and percentage of popular votes.
5. Outline of proposed plans to correct weaknesses of electoral college.

Written Assignments:

1. Complete handout sheet on electoral college--Curriculum guide.
2. Prepare a position paper on the topic, "What system should be used in electing the President of the United States?"

A. Introduction

1. Review of constitutional requirements for the Presidency.
2. Reflection upon the importance of the electoral college to the news media every four years.

B. Specific Objectives

1. Understand the concepts for establishing the electoral college.
2. Appraise the pros and cons of maintaining or changing the present electoral system.
3. Determine what position students will take on proposing any changes in the electoral college.

C. Procedures-- The lesson will be covered using the class discussion method. Constitutional requirements for the office, electors, popular voting reflected by electoral college, and proposed changes to the college will be discussed. Use the prepared transparencies dealing with each topic.

Pivotal Questions

1. What part does the electoral college play in the election of a President?
2. Should the electoral college be abolished?
3. What reforms, if any, should be initiated to improve the electoral process?
4. Has the popular vote been successful in electing a majority vote President?
5. How has the electoral college benefited or restricted the influence of:
   - (a) Two major political parties
   - (b) Minority parties
   - (c) Large cities
   - (d) Minority blocks
   - (e) Rural vs. industrial states
   - (f) Sectionalism

D. Culminating Activity

1. Assign the handout sheet--Electoral College--due tomorrow.
2. Assign the position paper--due in four days.

AMERICAN GOVERNMENT 20

State Government in Operation

Time Estimate - 1 1/2 to 2 Weeks

Unit Outline	Instructional/ Learning Outcomes	Resources
STATE GOVERNMENT IN OPERATION		
A. The State Legislature:	CH 25: The Students Will Be Able To Explain	Basic Text: Our American Government And Political System — 451-484
1. Structure And Powers of the State Legislatures	1. How The Operation Of State Legislatures Directly Affects Most Americans	Supplementary: Questions pp. 467-484
2. The State Legislature At Work	2. State Legislatures Are Suffering From Problems Caused By Changing Conditions	Almanac Encyclopedia Iowa Official Registe Under The Golden Dome
B. The State Executive Branch:	CH 26:	Films
1. The Nature of The Executive Branch	1. The Powers Of State Governors Originally Reflected The Colonists' Distrust Of A Strong Executive	Audio-Visuals: Our State Government (20311)
2. The Powers of The State Government	2. Governors In Many States Still Have Less Power Than The Legislative Branch	Small Media State And Local Government In Action (KM 2372)
		Computer:
		Speaker: Who: Contact: Purpose:
		Field Trip: Where: Contact: Purpose:

Vocabulary

Unicameral
Bicameral
Biennial
Initiative
Referendum
Recall
Reapportionment
Lieutenant Governor

AMERICAN GOVERMENT-HIGH SCHOOL LEVEL

CONTENT INFUSION*	Instructor Notes
I. Career Education:	
II. Multi-cultural/Non-sexist (Equity Education):	
III. TAG:	
IV. Special Needs:	

*NOTE: Application statements to each of the four areas above would be developed by the classroom teacher.

A WAY TO IMPROVE TEACHER EFFECTIVENESS*[21]

Lesson Design:

LESSON OBJECTIVE - Before a lesson can be designed, an objective must be written. In teacher talk the lesson objective will state what the student will be able to do at the end of the lesson. What the student can do at the end of the lesson is something that she/he could not do at the beginning of the lesson.

Seven Steps to Lesson Design*

1. ANTICIPATORY SET - An activity to focus students' attention, provide a brief practice and/or develop a readiness for instruction that will follow. It should relate to some previous learning. If successful, the anticipatory set should help the student get mentally or physically ready for the lesson. Can be done in a sentence.
2. OBJECTIVE - Teacher clearly informs the student what to expect and what to be able to accomplish by the end of the instruction. The objective should be specific in content and focus on observable behavior. The objective should let the student know what is going to happen in his/her own language (restating the lesson objective in his/her own words).
3. INPUT - What information must the student have in the lesson so that she/he may reach the objective. The teacher needs to determine how the student is going to get this information or what the means of instruction will be. It is important that the teacher determine what new information is needed by the learner.
4. MODELING - When the student sees an example(s) of an acceptable finished product or of what the new learning looks like. The teacher needs to focus on the essentials and label the critical elements.
5. CHECK FOR UNDERSTANDING - When the teacher checks for student's possession of essential information and the skills necessary to achieve the instructional objective. This can be done by the teacher observing the student performing the new skill. Look for bits and pieces and small segments of the whole.
6. GUIDED PRACTICE - The student's first attempts with new learning are guided so they are accurate and successful. Teacher must closely monitor what the student is doing to see that the instruction has "taken". Mistakes need to be corrected when seen by the teacher.
7. INDEPENDENT PRACTICE - When the student can perform the skill or process without major errors, then she/he is ready to develop fluency by practicing without the availability of the teacher. The teacher does not need to monitor the practice as the student is doing it, but should check the finished product. (Homework, assignments, etc.)

SAMPLE COURSE DESCRIPTIONS[22]

Advanced Placement Program in American History: The Advanced Placement Studies in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The Program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials--their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement American History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present ideas clearly and persuasively in essay format.

Advanced Placement Program in European History: The time span of a European History Advanced Placement course is from the Renaissance and Reformation to the post-World War II era. Vast as that coverage may seem, it conforms to the pattern of college freshman courses in European history and to much of what is done in numerous secondary school classrooms. The intellectual, scientific, and ideological origins of the modern world begin with the waning of the Middle Ages, the recovery of the classical heritage of Greco-Roman civilization, and the carving out of new frontiers of knowledge and achievement. The process has been continuous through the centuries. The stress on process is capped by serious attention to the history of recent decades.

Within the six centuries and more embraced by the chronology, the Committee of Examiners, Advanced Placement Program, lays stress upon three main themes: (1) political and diplomatic developments, (2) intellectual and cultural continuity and change, and (3) economic and social developments. A proper balance among the themes should be developed for each course. A syllabus heavily oriented toward a single theme—political and diplomatic history, for instance--will leave students unable to interpret the dynamics of economic and social change. In short, the themes are inter-related, and a well-rounded exploration of each theme is, or should be, the distinguishing characteristic of a sound course in modern European history.

American Minorities Cultures: This course is the study of the culture, art, music, literature and history of the three largest minority groups-Blacks, Hispanics, and the American Indians. It discusses current problems of American ethnic minorities and encourages independent study of other ethnic groups.

Anthropology: The anthropology course is the study of humanity. The people on Planet Earth have survived and transformed the world and their environment with two revolutions: the agricultural and the industrial. Now we are poised on the brink of a new frontier: the information revolution. In this course, we will continue to ask ourselves age-old questions: How did we get here? Where are we going? And how do we confront the problems of each new age? For even though the problems are new, we face them with values and institutions we have inherited and modified from our ancestors. From the earliest beginnings and physical development, through the change in culture and institutions, our ancestors have left fossils, artifacts, oral traditions and written records which can be studied. By learning from the past record and from observation of other contemporary cultures, we can begin to comprehend our beginnings and prepare ourselves to confront the problems of the future.

Current Issues: Current Issues is designed primarily for students who are interested in current political, economic, and social issues. The major purpose of the course is to identify, discuss, and express viewpoints on current issues. Distinctive areas of emphasis include student choice of issues to investigate and student use of current newspapers, news magazines and library resources.

Economics: Economics is the study of how individuals and societies decide how to use scarce resources in order to satisfy their unlimited wants. Concepts that develop out of scarcity should include opportunity cost, supply-and-demand relationships, the business cycle, social costs and social goods, values and characteristics of command and market systems, the role of fiscal and monetary policy in our present-day economy, and the impact of international trade on all countries. Students will study the ideas of the well-known economists of the 19th and 20th centuries. Students should also gain an appreciation for the fact that they are responsible for contributing to society through business organizations and labor groups as producers as well as through their decisions as consumers. To assist students in becoming informed decision makers, they should be introduced to such skills as analyzing issues, making rational decisions, interpreting economic data found in graphs and charts, and estimating future trends and outcomes.

Futuristic Studies: This course introduces students to the issues and procedures of studying the future. Students will examine extensions of major problems we currently face and be able to identify second- and third-order consequences of these issues. In addition, emerging dilemmas will be studied. The techniques of scenario building, matrix analysis, and other common tools for studying the future will be used. A major goal is to develop the attitude that individuals and groups influence future events through their reasoned and informed actions.

Humanities: The humanities are concerned with people's attempts to express the ideas, emotions, and feelings that contribute to our sense of being human. These efforts of expression and improvement can be clustered in two spheres: our attempts to become more perfect individuals and our attempts to create more perfect human institutions and societies. Effective humanities classes combine history, literature, art, music, language, drama, and philosophy in the examination of the major ideas of truth, power, love, beauty, justice, freedom, death, work, and the search for purpose in human life.

Law-Related Education: This course promotes student understanding of society and its system of laws. Law-related education should help students understand how the law affects our everyday lives, develop those critical-thinking abilities that a study of law and society can facilitate, and understand the underlying values of our legal/civic structures and behaviors. Law-related education strives to enhance citizenship through experiences that provide students with an ever-increasing understanding of the substance and process of the law.

Modern World: This course is designed for students who are interested in making an in-depth study of 20th-century problems and issues. These include, but are not limited to, World Wars I and II and resulting diplomacy, the Russian Revolution, the Holocaust and Nuremberg War Trials, nuclear proliferation, United States and Soviet intervention, collective security, and contemporary international relations. The fundamental intellectual goal of this course is to teach students to make rational decisions. Therefore, students will learn how to formulate, test, and revise hypotheses. Data for these procedures will be obtained from a variety of print and non-print resources. Students who have taken this course will have a more complete understanding of selected contemporary problems confronting the international community.

Psychology: Psychology will expose students to such topics as perception, motivation, emotion, memory and thought, the brain and behavior, altered states of consciousness (sleep, dreams, and hypnosis), conflict and stress, development, personality, abnormal behavior, therapy and change, and experimentation. Students who take this course will better understand themselves and others.

Sociology: Sociology is designed to introduce students to the scientific study of human groups and the social environments they create. Since citizens in a democratic society must contribute to the decision-making process, this course is designed to develop the skills needed in problem analysis. Specifically, facets of the scientific method (data collection, collation, formulating hypotheses, and experimental testing of hypotheses) and their application to social problems are stressed. The study of groups, social institutions, processes of social change, and analysis of contemporary social problems should be included in this course.

U.S. Government: Students will receive an overview of government through the study of the United States Constitution and the federal system of government. Students will gain knowledge about the law making and modifying process as well as the interpretative nature of the Constitution, and how our governmental system adjusts to changing times. The structure (executive, legislative, and judicial branches) and the relationships between the national, state, county, and city governments will be studied. Students will examine social legislation, the United States in world affairs, federal and states' rights, and the role and function of political parties, the growth of government, the philosophy of the democratic process, and the obligations of citizens. In addition, some time should be spent discussing governments in other countries and the role of international agencies.

U.S. History: The study of United States history focuses on the nature of change and continuity as forces in our society and helps students develop a national and world view necessary for making critical decisions concerning the future of our country. This chronological course provides for an in-depth analysis of key events, people, and issues in United States history, with special emphasis on basic ideas and skills, such as cause-and-effect relationships, multiple causation of events, economic interdependence between world regions, use of historical evidence to solve problems, and development of a time perspective. The Constitutional period, key presidential elections, and major events in our history provide appropriate opportunities to develop a better understanding of the institution of government, participatory democracy, the importance of law, and the nature of political change in United States life.

Western Civilization and Heritage: This course includes a study of the main concepts which Western culture has inherited from the past. Such concepts as Greek democracy, Judeo-Christian ethnical concepts, Roman law, Medieval social and economic system, Renaissance and Reformation ideas, English parliamentary system, beginning of modern science, market economy of the 16th century and ideas of the French Revolution.

World Geography and Global Studies: World geography is designed to develop an understanding of the Earth's physical features (land forms, water, soil, climate) and cultural features (ideas and things devised by humans), their real arrangements and interrelationships, and the forces that affect them. A subsequent study of selected cultural regions introduces students to the various ways people have coped with the limitations and opportunities of their physical surroundings. In addition, this course should help students understand the interdependent nature of life and human aspirations on Earth. Typical units include the physical world, sources of knowledge of the world, maps and globes, and the concept of cultural region (Latin American culture regions, African culture regions, Asian culture regions).

World Perspectives: World Perspectives investigates change and continuity in human societies. The course focuses on the development of selected cultures and civilizations from the earliest time to the present. This panoramic study of world cultures features peoples and institutions from around the globe. In studying about world civilizations, students will examine these societies from historical and cultural perspectives in order to gain insight into the human experiences. The course will include the study of selected topics and events in critical times and the people who influenced the course of history for good or evil.

Table 11
HIGH SCHOOL SOCIAL STUDIES PROGRAM [23]

The social studies program in grades 9-12 could provide opportunities in the following areas of study. These topics can be organized in a number of patterns; these are not suggested as discrete courses.

UNITED STATES STUDIES

United States History/Government

- American Culture
- American People
- An Expanding America
- Reform Movements
- American Government
- American Economic Life
- United State in World Affairs

Principles of Economics/ Business/Free Enterprise

- Economic Concepts
- Private Enterprise
- Product and Resource Markets
- Function of Government
- Economic Systems

Citizenship Education

- Structure of American Government
- Branches of Government
- Political Process
- Foundation of Law
- Citizen Participation
- Principles of Constitutional Government
- Principles of Democracy
- Decision Making Skills

WORLD STUDIES

World History

- Early Civilizations
- Development of Western Civilization
- Development of Eastern Civilization
- Development of Latin American History
- Modern World History
- Cultural Expressions of Various Civilizations (art, music, literature, etc.)
- Economic Issues
- Political Issues
- Interdependence

World Geography

- The Nature of Geography
- Cultural Area Studies
  - Latin America
  - Middle East
  - North America
  - Europe
  - Africa
  - Asia
  - Australia
- World Geographic
- Urban Analysis
- Interdependence

BEHAVIORAL SCIENCES

Anthropology

- Nature of Anthropology
- Anthropological Theories of Cultures
- Social Groups, Organizations and Institutions
- Linguistic Patterns as Reflections of a Culture

Psychology

- Nature of Psychology
- Stages of Human Growth and Development
- Creative Thing Process
  - Learning and Language Development
  - Personality Theories
- Individual Development
  - Development of Self-concept
  - Understanding Relationships--Individual and Group

Sociology

- Nature of Sociology
- Culture, Socialization, Groups and Institutions
- Communication
- Cultural and Social Change
- Cultural Contact and Diffusion

(If advanced placement credit is to be awarded for World History or American History, content and specific objectives developed by the College Board should be used.)

Evaluation

STUDENT EVALUATION

For the teacher of social studies, measurement and evaluation techniques may appear to be particularly crude and indirect in relation to the goals the teacher is trying to accomplish. This is due in part to the nature of social studies goals and objectives. Too often these have been vague and ill-defined, sometimes purposefully so. Social studies deals with attitudes, values and processes about which there frequently is controversy and lack of agreement on specifics. However, most educators will agree on the need to evaluate in some systematic fashion the effectiveness of instruction and the needs of individual students.

Evaluation is a process in which information is used to arrive at some judgment. Typically, in education the information is obtained through a process of measurement which attempts to quantify the presence or absence of particular knowledge, attitudes or types of behavior. The instrument or techniques of measurement are not limited to those which yield quantitative results; many techniques are available to tap the more qualitative aspects of a social studies program. This section will attempt to deal in a very limited way with a few of the concepts in educational measurement which the social studies teacher needs to consider to obtain dependable information for making informed judgments about students. A few suggestions concerning evaluation--or the actual process of making the judgment--will be included, but the primary focus will be on improving the type and quality of information about students which can be obtained.

SPECIFYING OBJECTIVES

The first step in planning instruction in any subject or program is formulating objectives for that course or program. Objectives are statements of student behavior that should take place if learning occurs. Such objectives are the basis of curriculum and teaching methods but also are the basis for educational measurement strategies. Objectives may be classified into specific levels and into different domains. The common domains of learning are referred to as affective, cognitive and psychomotor. For the sake of example, the cognitive domain[1] will be primarily used in this discussion.

There are at least three main specific levels of objectives. The first level contains fairly abstract and long-term goal statements. The second level contains end-of-course objectives, while the third level is much more specific, providing the content for both instruction and measurement. Objectives from the third level specify types of behavior students should exhibit, describe the conditions under which the behavior should occur and the criteria of acceptable performance. (It is acknowledged that the process of developing and stating objectives is time-consuming and difficult, but it is essential nevertheless and provides the basis of good evaluation.)

A table of specifications is a useful tool for deriving curriculum objectives. A table of specifications is a grouping or organizing of objectives according to a scheme which will assist the teacher in looking at subject matter (content) and behavioral skill changes together. The table may be as simple as a two-way table or in the form of a structural diagram. Besides presenting a convenient classification scheme, building a table of specifications helps teachers make decisions about the relative importance of different topics. This can be represented in the table in percentages or weights, which later can be translated into types and numbers of measurement exercises or test questions. The ratings may change, of course, as the teacher plans lessons and builds tests. Like the effort of specifying objectives, the time invested in building such a table of specifications will be well spent. It will enable a teacher to build better achievement measures and can even be the basis for diagnosing student weaknesses.

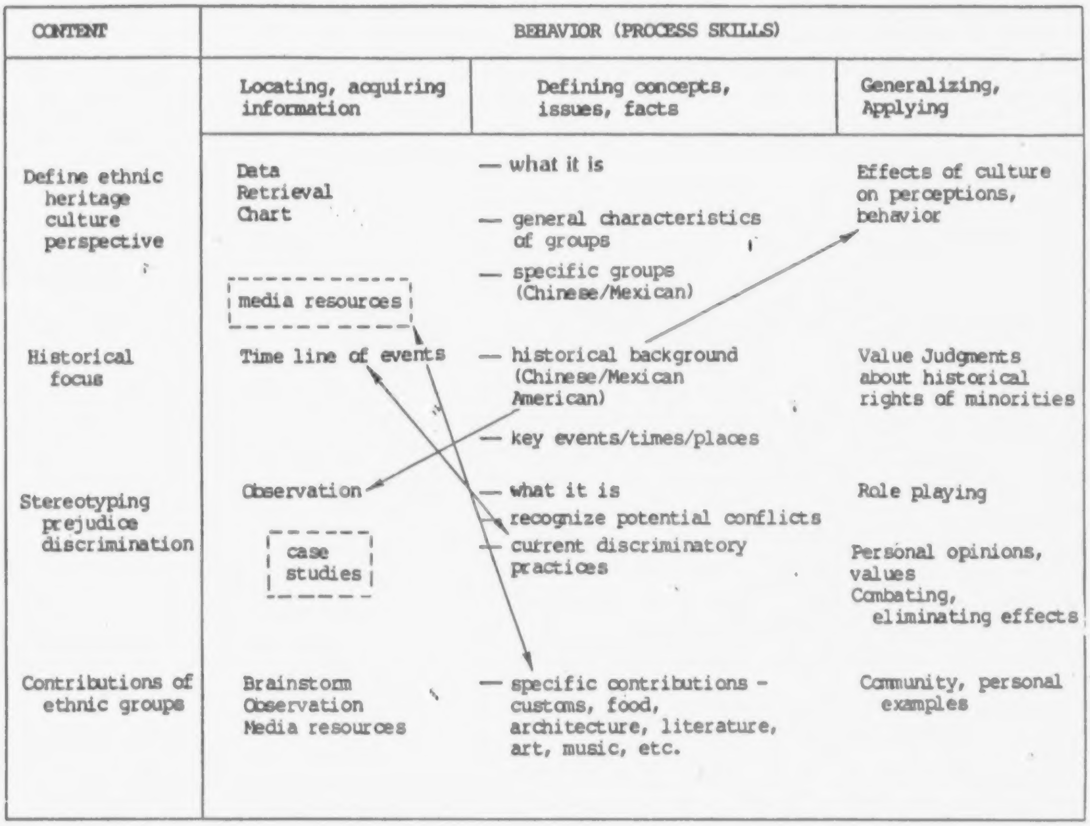
Simplified examples of a specification table and a structural diagram are given in tables 12 and 13. The structural diagram is incomplete, but it is presented to show how content and skills interrelate. This can be made more complete by coding in actual resources such as books, kits, and films, as well as test items or other assessment techniques used in relation to each area. After testing, such a diagram can be used to indicate weak areas to students. The data for the specification table and the structural diagram are drawn form the fifth grade unit on ethnic groups included in this guide.

In the unit on ethnic groups the content focuses largely on defining ethnic groups and understanding how their heritage affects their perspective and behavior, and on the history of selected ethnic groups in the U.S. Numerous process subskills are developed in the unit which largely fall in the categories of locating and acquiring information; defining and understanding concepts, facts and issues; and generalizing or applying this information to different or new situations.

Table 12
SPECIFICATIONS FOR A UNIT ON ETHNIC GROUPS IN THE U.S.

CONTENT	BEHAVIOR (PROCESS SKILL)			
	Locating/Acquiring Information	Defining Concepts/ Issues/Facts	Generalizing/ Applying	
Definition Heritage Culture Perspective	5%	5%	15%	(25)
Historical Focus	5%	5%		(10)
Stereotyping Prejudice Discrimination	5%	10%	15%	(30)
Contributions of Ethnic Groups	10%	10%	15%	(35)
	25%	30%	45%	(100%)

Table 13
EXAMPLES OF STRUCTURAL DIAGRAM FOR A UNIT ON U.S. ETHNIC GROUPS



CONTENT	BEHAVIOR (PROCESS SKILLS)		
	Locating, acquiring information	Defining concepts, issues, facts	Generalizing, Applying
Define ethnic heritage culture perspective	Data Retrieval Chart media resources	— what it is — general characteristics of groups — specific groups (Chinese/Mexican)	Effects of culture on perceptions, behavior
Historical focus	Time line of events	— historical background (Chinese/Mexican American) — key events/times/places	Value Judgments about historical rights of minorities
Stereotyping prejudice discrimination	Observation case studies	— what it is — recognize potential conflicts — current discriminatory practices	Role playing Personal opinions, values Combating, eliminating effects
Contributions of ethnic groups	Brainstorm Observation Media resources	— specific contributions - customs, food, architecture, literature, art, music, etc.	Community, personal examples

ALTERNATIVES TO TESTS

The full extent of student achievement in social studies is difficult to predict on the basis of paper-and-pencil tests. The social studies educator is expected to be innovative in the measurement of actual student performance.

Procedure and Process Measurement

The best way to measure student skills is to observe them as they engage in research problems, simulations or group participations. Consider the following examples.

Student information-gathering skills. To assess skills in information gathering, the teacher can keep informal records in a notebook, noting when students are performing a desired activity. The teacher may also devise a checklist of desired behavior and set up a schedule of specific times to observe students for the presence or absence of the behavior. A less direct assessment could be used by assigning students a topic to research and having them describe orally or in writing what steps they follow. These descriptions are indirect measures of students' knowledge of resources and thoroughness and accuracy.

Student group participation skills. In social studies, group participation skills relate to both cognitive and affective goals. The assessment of the student may occur informally, with the instructor noting from time to time when a student exhibits a particular behavior. Or the teacher may set up a systematic, loosely structured problem or task in which small groups of students must work cooperatively or reach some consensus or decision. The group would be observed by the teacher, an outsider or even other students, and individuals would be rated on how well certain characteristics are exhibited. Students may be observed during role-playing to ascertain how well they apply skills, knowledge and values.

In both examples above, teachers attempt to measure complex behavior. Sometimes the desired behavior is even more complex and the most important aspects defy measurement. (For example, student's knowledge of community resources can be measured, but the ability to get help in an actual emergency situation can only be inferred.) However, generally teachers will be seeking to measure the amount of participation and effectiveness. Standard characteristics of these qualities must be specified so that observations of the students will be systematic, reliable and fair.

Observation of students should be made using a rating procedure or check lists. Such ratings or lists involve deciding which elements of a situation should be measured, what materials are needed, what conditions must exist, how much time is required and what instructions to give.

One other procedure is important. Teachers should analyze student thought processes besides those obtained on written examination. Class discussions are primary times to elicit such examples. Recording discussions for later content analysis can be helpful, and is not terribly difficult once a simple content analysis scheme is devised. For example, if the objective for students is interpreting data and generalizing new situations, examples of reasoning and generalizations on the tape can be tallied and rated.

Attitudes and Interests

Social studies teachers often may want to assess whether students have acquired particular attitudes and have adopted inquiry as a mode of thinking or approach to problem-solving. The acceptance or acquisition of various attitudes may be one of the most important measures of growth in social studies. Instruments are available for these purposes.

The most common attitude measures are Likert and Thurstone-type instruments. Likert items usually contain a statement, with a scale of at least five points which enables students to show how strongly they agree or disagree with the statement. Thurstone items allow the checking of statements with which one agrees or disagrees. Statements are generated to represent degrees of favorableness on a subject, and values are assigned accordingly.

Another attitude or interest measure which students enjoy is the semantic differential, a type of inventory in which pairs of descriptive words are used to rate characteristics of a concept or content area. For example, students could rate a particular group activity on a scale between "dull and exciting," "bad-good," "boring-interesting," or "organized-messy."

BUILDING A BETTER TEST

Since it is generally accepted that the primary tool of educational measurement is the classroom test, the teacher of social studies will want to produce tests which will not only test student knowledge of facts but also the meaning of the material. A test for facts is relatively easy to construct. A test for comprehension or meaning of concepts is more difficult to produce. Consequently, many tests (including well-known standardized ones) are overly weighted with recall of facts. Students learn this and tailor their own study accordingly, resulting in a loss of the very things most needed—the ability to see meaning in new situations and to solve the problems these situations present.

TESTING FOR FACTS

Knowledge of facts is important, for facts are the base of more complex understanding. The most common measurement is by objective test items, or items which can be scored with a minimum of subjective judgment. The most common objective items are the supply type and selection type. There are advantages and limitations associated with each.

SUPPLY ITEMS

In supply (often called short answer) items, the student has to supply one or two words at most, either to answer a question or complete a sentence. For younger students it is better to have all items of the same type together on a test. These are relatively easy items to construct and do not encourage guessing. They may be difficult to score because students may give partial answers or correct alternatives. These items are limited in testing anything other than factual information.

Supply items can be designed to minimize their limitations. Statements should be written so that only one answer is correct. Enough information must be given to eliminate ambiguity but not so much information that the item becomes too easy. Extraneous hints should be avoided, such as giving the first letter of the correct answer. Statements from texts should not be copied verbatim since they may make very poor test items out of context. Blanks should be near the ends of statements, and there should be plenty of space for answers.

SELECTION ITEMS

The most common of these test items are true-false, multiple choice and matching items. The true-false and matching types are widely used in elementary classrooms. The true-false type, in particular, has limitations, in that they are particularly subject to guessing and usually deal with very trivial facts. Matching items can cover a great deal of factual information in a short time, but they are not easy to build and all types of material cannot be put into this format.

Matching and true-false items can be improved by observing some of the following rules.

- Try to make true-false items as absolutely true or false as possible by specifying conditions and by eliminating specific determiners such as "all", "never", or "only".
- True-false items should be short and should contain only one central idea (this helps to avoid partially true or partially false combinations).
- For younger students and poorer readers, matching items should also be kept short, with lists of responses not exceeding five. Older students may be able to handle up to 10 items in one list.
- Matching items should not balance perfectly. The list of responses should contain some which match more than one thing or do not match anything. With perfectly matched lists, students obtain some answers merely by the process of elimination.
- Matching items must have very clear instructions for the matching basis. This may mean long instructions which would need to be read aloud to young students or poor readers.
- Lists of premises and responses in matching items should be as homogenous as possible. Mixing geographic names, government leaders and natural resources in a list of premises, for example, makes the elimination process too easy.

Multiple-choice test items are the most widely used on standardized achievement tests but are among the most difficult for classroom teachers to construct. This method is adaptable to testing application of knowledge as well as recall of information, which gives it an advantage over other methods. Here are a few suggestions for constructing multiple-choice test items:

- Distracters (the undesired or incorrect choices of answers) must be reasonably plausible; otherwise the item becomes too easy.
- For primary students, two or three options should be the maximum number of choices. Upper elementary students can easily handle four choices. The number of options may depend on how many plausible distracters can be generated. On a teacher-made test all items do not need to have the same number of distracters. If there is a great deal of variation in one test, the items with the same number of choices should be grouped together to help avoid confusion.
- Avoid having the right answer being obvious by virtue of its length. Also, make sure that the "stem" contains as much of the items as possible (this will help keep the responses short). Responses should also have parallel grammatical construction.
- Avoid negatives insofar as possible, especially for elementary students and poor readers. This needlessly increases the difficulty of the item (examples: which is not true? all of the following except..., etc.)

TESTING FOR COMPLEX ACHIEVEMENT

When a teacher wishes to test for knowledge beyond facts, that is, to test for associated meanings, it is useful to introduce an element of novelty into testing. It also becomes critical for a teacher to have previously identified objectives and built a table of specifications, since identifying types of behavior to be assessed is essential to assessing learning beyond factual knowledge.

Generally the teacher constructs a new situation in which previously learned facts or rules can be applied. In a multiple-choice test this can be accomplished by presenting a passage or an exercise and asking a series of questions about it. This should not be merely an exercise in reading comprehension, and materials should be realistic and relatively commonplace.

Another good technique is to have students look for examples or illustrations of concepts, rules or principles in material outside their texts. For example, current events may relate directly or indirectly to subjects covered in classes. Stories in books, television or movies may also present opportunities for outside work and discussion.

In social studies use of tables, graphs, maps and pictures can be useful in assessing student levels of comprehension, analysis and application as well as facts learned. However, materials should be kept clear and simple. Pictures can be used to simulate a situation or an imaginary event to elicit attitudes or process skills. Tables and graphs are widely used in social studies assessment, since they help measure comprehension and analysis skills.

Essay exercises or test items provide a frequently used approach to measuring more complex achievement. Such exercises are deceptively easy to construct, but often difficult to score. As with objective items, essay items should bear a direct relationship to the table of specifications developed earlier. This is particularly true with essay items because they must be constructed to elicit specific behavior (analysis, application, etc.). Evidence of this behavior is necessary in the scoring criteria as well.

In constructing essay items, once decisions are made as to behavior and content to be measured, and the questions are determined, the teacher must compose the correct response. Too often this is not done, and the result is haphazard scoring of student responses based on inconsistent criteria.

Breadth of coverage is difficult to obtain with essay-type items, since only a few such items can usually be given at one time. Concentrating on items which allow for shorter responses (a few sentences, a paragraph) helps but will not alleviate the problem. Giving students options or choices is not really a solution either, since it means that great care must be taken to produce choices which are of equal difficulty.

One decision which will affect the administration time and scoring time for essay items is how much factual knowledge must be displayed in the final response. Must the student define all terms used and provide much supporting detail? A related decision concerns the amount of freedom in response a student has. The teacher must make clear in the directions if only one point of view is intended or if only certain areas should be covered. The best items require a student to have prior knowledge of key concepts and at the same time to use higher level thought processes.

Consider this example on Ethnic Minorities.

> Explain in writing the following statement: Members of various ethnic groups in the U.S. are alike in some ways but very different in others. In your response list several similarities and differences and write a short description (one or two paragraphs) of the impact of at least one similarity and one difference on American life.

In this item the teacher has specified that the answer should be relatively short, should list both similarities and differences and should explain the effects of at least one of each on American life. Thus, the response requires a background of factual knowledge, but in addition requires the student to relate the consequences of the facts—a higher level process.

IMPROVING CLASSROOM ASSESSMENT

In addition to generating the best possible items, teachers should analyze student tests to see whether items yield the desired information and whether the tests discriminate among good and poor learners. Teachers can use responses of students to revise and build new items for future tests. For example, common incorrect responses on a short-answer item could become distracters if the question is put into a multiple-choice format later Analyzing student test performance may lead to revision in tables of specifications and even in course objectives.

Methods of item analysis are discussed in most texts on tests and measurements. The easiest to compute, and one of the most meaningful, is item difficulty, computed in terms of the percentage of students who answer an item correctly. Teachers may also want to look at how well an item discriminates between high and low achievers. Most certainly they will want to examine the pattern of responses students make. How many answer incorrectly? Which incorrect response do most select for any given item? Are incorrect items clustered in certain content areas? Response patterns may reveal weaknesses in the test, of course, but they can also reveal weaknesses in instruction.

EVALUATION OF SKILLS

The development of basic social studies skills is a continuous process in our elementary and secondary classrooms. Each grade level or specific social studies discipline is responsible for introducing, maintaining or enlarging the scope of these basic skills, with simple variants of these skills being introduced at early grades and more sophisticated applications in the upper grades. The National Council for the Social Studies has developed an essential skills list for social studies programs, K-12. A suggested strength of instructional effort is identified for each skills area.

Appendix E, pp. 117-124, shows a correlation of the NCSS' "Essential Skills" to ITBS and ITED and Appendix F, pp. 125-128, identifies which specific skill is evaluated by one or more of these two standardized tests.

USING EVALUATION IN INSTRUCTION

The foregoing discussion of measurement applies largely to evaluating student learning following instruction (summative evaluation). The same general principles of measurement apply to formative evaluation, or the evaluation which occurs at several points within the learning process. In both types of evaluation, but especially in formative evaluation, a diagnosis of the assessment should be used to guide the student's learning process.

Diagnosis of difficulties, of course, implies more than simply identifying areas of weakness. Probable causes of weaknesses also need to be found, and teachers should learn as much as they can about their students. In particular they should be interested in knowing how students learn, what is motivating to them, what problems they have, and how are they performing in areas other than social studies. Formative evaluation implies that teachers know something of the learning process itself, particularly in relation to their subject matter. In social studies, concept formation and critical thinking skills are crucial. Teachers must have a grasp of the sequence of the learning task as well as the need to specify objectives in some systematic fashion.

An analysis of test items and class performance is a useful class diagnostic technique. A simple computation of the percent of students achieving certain items or tasks can quickly reveal gaps in achievement for small groups of students or for a class. If these gaps are consistently appearing from year to year, teachers in a school or district should analyze their curriculum and recommend changes that will better meet the needs of the students.

The class analysis chart, Figure 5 is an example of such a diagnostic tool. The original table of specifications dealt with the ethnic groups unit, and called for approximately 35 percent of items to deal with historical facts and definitions, 30 percent with stereotyping (and its effects) and 35 percent with contribution of ethnic groups. A test of 20 items was constructed. Analysis of class performance revealed that a small group of students experienced difficulty with some of the more factual items, and a large group failed to achieve many of the items dealing with contributions of ethnic groups. If the teacher has a structural diagram, a further breakdown is possible to determine if

Figure 5
CLASS ANALYSIS CHART

	STEREOTYPING					CONTRIBUTIONS OF ETHNIC GROUPS								DEFINITIONS, HISTORICAL DEVELOPMENTS, GENERAL CHARACTERISTICS						
STUDENT / Item No.	1	5	6	10	17	2	3	7	8	13	14	18	20	4	9	11	12	15	16	19
Sallie B.	1	1	1	1	1	1	1	1	1		1	1		1	1	1	1	1	1	1
Joe B.	1	1				1	1								1	1		1	1	
Sherry C.	1	1	1			1		1						1	1	1		1	1	
Mike C.		1	1	1	1	1	1			1	1		1				1			1
Joe. D.	1		1											1						
Karen D.	1	1		1	1	1	1	1	1	1	1		1	1	1		1	1	1	1
Carole F.	1	1	1	1	1	1		1		1				1	1	1	1	1	1	1
Kevin G.			1																	
Chris G.	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Allen H.	1	1		1	1	1	1							1	1	1			1	
Karen K.	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1
Ed. J.			1			1														
Tommy K.		1	1	1			1							1	1	1		1	1	1
Felicia L.	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
Steve M.	1	1	1	1	1	1	1	1	1	1	1		1	1	1		1		1	1
Bryan N.	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1
Pat P.	1														1	1				
Cory S.	1	1	1	1		1	1	1	1	1		1	1	1	1	1	1	1	1	1
Alva S.	1		1	1	1	1								1	1		1	1	1	1
Bob W.	1		1			1										1		1	1	
	16 80%	14 70%	16 80%	13 65%	10 50%	16 80%	12 60%	9 45%	7 35%	9 45%	8 40%	6 30%	8 40%	14 70%	15 75%	13 65%	11 55%	13 65%	15 75%	12 60%

Average % correct = 69% (Stereotyping)

Average % correct = 47% (Contributions of Ethnic Groups)

Average % correct = 66% (Definitions, Historical Developments, General Characteristics) the difficulties are with definitions, generalizations, or interpretations. From the class analysis chart there seems to be a need for the class in general to further review the contributions of ethnic groups and for the teacher to make some instructional changes in this area. Some students will need further work in the other areas as well.

Meaningful instructional decisions in social studies (or any other content area) require the evaluation of learning. If the quality of student learning is to improve, evaluation is essential, for it is the means of determining quality. Learning must be observed as it is taking place in order to make needed changes in instruction for individual students. If the feedback-teaching-learning cycle is altered as student needs are determined, then both the immediate and the ultimate quality of learning will improve.

PROGRAM EVALUATION

Standards for Social Studies Programs

As a part of a curriculum re-evaluation, it is imperative that the local district establish guidelines or criteria upon which to assess their social studies program. (A social studies "Needs Assessment Instrument" using the following Standards may be found in Appendix 6, pp. 131-141.)

The Social Studies Program Should be Directly Related to the Age, Maturity, and Concerns of Students.

Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.
Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.
Students should have a social studies experience at all grade levels, K-12.
The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

The Social Studies Program Should Deal with the Real Social World.

The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.
The program should emphasize pervasive and enduring social issues.
The program should demonstrate the relationships between the local and global aspects of social issues.
The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.
The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.
The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.
The program should build upon realities of the immediate school community.
Participation in the real social world, both in school and out, should be considered a part of the social studies program.
The program should provide the opportunity for students to examine potential future conditions and problems.

The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs.

The program should emphasize currently valid concepts, principles, and theories in the social sciences.
The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.
The program should include the study of human achievements, and of human failures.

Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.
Objectives should be reconsidered and revised periodically.

Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
Activities should include formulating hypotheses and testing them by gathering and analyzing data.

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Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
Students should be encouraged to become active participants in activities within their own communities.
Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
Activities should contribute to the students' perception of teachers as fellow inquirers.
Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's right to privacy.

Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.
A variety of media should be available for learning through seeing, hearing, touching and acting, and calling for thought and feeling.
Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.
Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.
The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

The Social Studies Program Must Facilitate the Organization of Experience.

Structure in the social studies program must help students organize their experiences to promote growth.
Learning experiences should be organized in such manner that students will learn how to continue to learn.
The program must enable students to relate their experiences in social studies to other areas of experience.
The formal pattern of the program should offer choice and flexibility.

Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.

Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.

Evaluation data should be used for planning curricular improvements.

Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusions of some marking period.

Both students and teachers should be involved in the process of evaluation.

Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

Appropriate instructional materials, time, and facilities must be provided for social studies education.

Teachers should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.

Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or inservice classes, or community affairs, or in reading, studying, and travel.

Teachers and others concerned with social studies education in the schools should have competent consultants available.

Teachers and schools should have, and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.

Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.

A specific minimal block of time should be allocated for social studies instruction each week. (See Appendix B, pp. 106-113.)

MATERIAL SELECTION

Social studies materials should be selected on a cyclical basis for any grade level as subject offerings depending upon the needs of the individual school district. Selections should be made by certified professional personnel through reading, listening, viewing and careful examinations of all materials that are proposed for district adoption.

Selection committees should be composed of (1) teachers from the level of instruction for which the materials are being adopted, (2) interested parents and citizens who volunteer as advisory personnel and (3) administrators who have direct responsibilities for the area for which the proposed materials are intended.

Appendix H, pp. 140-147, provides sample forms which a district social studies committee could use to select and evaluate proposed materials, as well as analyze existing instructional materials. (Note: Section E of this form would need to be changed by the local committee to fit the content focus area being evaluated.)

Appendices

APPENDIX A
SAMPLE GENERAL OBJECTIVES FOR SOCIAL STUDIES[26]

The four goal areas of the Social Studies may also be thought of as process-knowledge components. Knowing, thinking, valuing and social participation abilities are made possible by knowledge plus skills. In Appendices A and B general objectives are presented for the knowledge and skills components of social studies. These lists are not all-inclusive; rather, they represent only a range of general objectives presented in broad terms. Several more specific levels would be necessary before they would become useful for a particular unit of instruction.

Organizing Concepts		Objectives	Grade Levels K-4	5-8	9-12
A.		The students will be able to			
Adaptation Causation	1.	recognize, describe and compare how they, other people, societies, cultures and physical phenomena change over time.	I	D	R
Change Chronology	2.	recognize, describe, compare and contrast how people and animals adapt to physical and social environments.	I	D,R	R
Continuity Multiple causation	3.	identify, describe and analyze adaptive patterns (personal social, economic, political) which emerge as groups adapt to physical and social environments.	I	D	D,R
Subconcepts technology	4.	identify, explain and evaluate causes and effects of particular changes (physical, social, political, cultural, economic).	I	I,D	D,R
industrialization cause/effect environment invention	5.	apply problem-solving techniques and guidelines to determine and evaluate what particular changes might occur in particular situations.		I,D	D,R
borrowing personal change social change	6.	recognize and cite examples to illustrate that people invent, learn, borrow and transmit ideas and events.	I	I,D	D,R
cultural change	7.	recognize and cite examples to illustrate that change and continuity are historical constants.		I,D	D,R
planned change unplanned change.	8.	recognize and cite examples to illustrate that cultures borrow from one another but are selective in the traits which are borrowed (societies adapt borrowed cultural elements to their own particular life style).			

***The code, I, D, R, indicates at which grade level some aspect of the general objective is introduced, developed, and reinforced.**

Organizing Concepts		Objectives	Grade Levels K-4	5-8	9-12
	9.	explain, analyze and evaluate how one's comprehension of the present may be influenced by one's understanding of the past and one's ability to organize relevant information to assist in description and explanation.		I,D	D,R
	10.	explain, analyze and evaluate how one's view of the past is influenced by the availability of evidence, one's own personal and cultural biases, and the society and times in which one lives.		I,D	D,R
B.		**The students will be able to**			
Beliefs Culture	1.	recognize that all human beings are of one species; although differences exist among groups of humans, these differences are not necessarily inequalities.	I	D	R
Self-concept Values	2.	recognize and illustrate the idea that all human beings have basic physical and psychological needs.	I	D	R
Subconcepts	3.	recognize and illustrate that all human beings experience the same cycle of life and that human continually seek to explain the life cycle.	I	D	R
adaptation biological needs human similarities	4.	recognize and illustrate that throughout history people have worked to meet common human needs and to satisfy human desires and aspirations.	I	D	R
human differences human behavior tools/ technology	5.	recognize and illustrate that whenever and wherever people have lived, they have developed artifacts, beliefs and culture, which have enabled them to satisfy their social and physical needs.	I	D	R
cultural universals communication	6.	recognize, explain and evaluate how culture and social patterns affect thinking, feeling, acting and perceiving throughout life.	I	I,D	D,R
interdependence acculturation	7.	recognize and illustrate that the basic substance of any culture is in its values.	I	I,D	R
enculturation ethnocentrism	8.	explain and evaluate how decisions on all aspects of life are influenced by the value systems of group members.		I,D	D,R
ethnicity customs heritage	9.	identify and compare examples which illustrate how cultures use a diversity of means to obtain similar ends and to satisfy common human needs.	I	D	R

(Subconcepts, continued)

Organizing Concepts	Objectives	Grade Levels K-4	Grade Levels 5-8	Grade Levels 9-12
identity tradition traits norms rules/laws descriptive beliefs moral beliefs democratic values individual rights individual responsibilities group rights group responsibilities equity equality of opportunity human dignity	10. explain and contrast relationships between the quantity of cultural inventions in any society and the degree to which the society is specialized.		I,D	R
	11. recognize, apply, analyze and evaluate the relationship between personal value systems and individual decisions.	I	D	R
	12. recognize and evaluate how a person's development of human traits and self-concept derive in part from group associations.	I	D	R
	13. recognize that each person has a unique personality and that personality is shaped in part by interaction with others.	I	D	R
	14. recognize that people are mammalian, social and cultural beings, living in cultural and natural environments.	I	D	R
	15. recognize and identify examples to illustrate that making and using symbols is an essential component of every culture.	I	D	R
	16. recognize and illustrate that the people of all races, religions, cultures and regions have contributed to a common cultural heritage, and that modern society owes a debt to cultural inventors of other times and places.	I	D	R
	17. recognize and explain how cultures are composed of traditions, which are the result of accumulated knowledge, artifacts and customs.	I	D	R
	18. give examples of how cultural exchange and borrowing occur when groups with diverse cultures come into prolonged contract.	I	D	R
	19. compare and analyze how cultural patterns are related to other phenomena, such as geographic location and general historical period of a people.		I,D	R
	20. analyze and evaluate how stereotyping a class of people or a place or philosophy may lead to false statements and dangerous beliefs.	I	D	R
	21. illustrate and evaluate how culture affects two person's thinking about values.	I	I,D	R

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
C.	The students will be able to			
Compromise Conflict	1. recognize, analyze and evaluate how, throughout history, conflict has developed between groups of persons having philosophical differences in goals and means.	I	I,D	D,R
Conflict resolutions Cooperation	2. identify and evaluate examples which show that much of group behavior is guided by shared values that people voluntarily follow or by norms and beliefs that they follow under the the threat of punishment or the promise of reward.	I	D	R
Power Social	3. identify, compare and evaluate examples which illustrate that in every society and institution, regulations and laws emerge to govern behavior of individuals.	I	D	R
	4. identify, analyze and evaluate how rules and laws reflect the basic values of the society or institution.	I	D	R
	5. explain, compare and evaluate how many different types of political systems are used in different societies to determine public policy and to regulate behavior.	I	I,D	D,R
Subconcepts interaction customs civil rights stability	6. illustrate, apply and evaluate the idea that individuals are more likely to influence public policy when working in groups than when working alone.		I,D	R
discrimination sanctions government by law rules	7. illustrate, analyze and evaluate how individuals and groups have always attempted to achieve a sense of justice and reason in their human interactions and in the establishment, operation and evaluation of their institutions.	I	D	R
law social norms civil war leadership	8. illustrate, analyze and evaluate why conflicts between individuals, groups and nations have arisen.			
minority rights roles sovereignty federalism mores	9. illustrate and evaluate how individuals and groups may resort to extreme methods to change public policy when they feel that authorities are unresponsive to their needs or that more traditional channels for alleviating grievances have been ineffective.		I,D	R

Organizing Concepts		Objectives	Grade Levels K-4	5-8	9-12
political organization norms	10.	explain, illustrate, analyze and evaluate examples of how leaders emerge, gain power and lose power and influence.	I	I,D	R
	11.	analyze why there are continuous struggles between different groups for power and influence.	I	I,D	R
D.		**The students will be able to**			
Decision-making Environment	1.	give examples, analyze and evaluate how all nations are interdependent economically, socially, politically and culturally.	I	D	R
Interaction Interdependence	2.	give examples and evaluate how the natural environment may set the broad limits of economic possibilities in an area but that the people determine the specific character of life within the limits of their culture.	I	D	R
Scarcity **Subconcepts** resources	3.	give, analyze and evaluate examples of how the level of technology and the socio-political-economic-religious-aesthetic values of a cultural group influence the ways in which people use their natural resources.	I	I,D	R
resource use and conservation universe earth	4.	illustrate, explain and assess why groups at different times have reacted differently to similar environments.		I,D	R
living organisms spatial distribution	5.	illustrate, analyze and evaluate how regional specialization implies interaction with other areas for the exchange of goods and services.	I	D	R
settlement patterns land use patterns	6.	explain how and why production, exchange, distribution and consumption of goods tend to have a geographic orientation.	I	D	R
areal association pollution	7.	explain, compare, illustrate and evaluate how natural environments influence modes of life and population patterns.	I	D	R
ecology region specialization	8.	illustrate and evaluate how cultural environments represent social systems designed to carry out the basic tasks of the society.	I	D	R
values resource allocation	9.	illustrate and evaluate how geographic areas are affected by biotic and societal forces.		I	D,R
opportunity cost	10.	illustrate, compare, analyze and evaluate how people's social and economic relationships and behavior are affected by their geographic distribution.	I	D	R

Organizing Concepts		Objectives	Grade Levels K-4	5-8	9-12
	11.	illustrate, apply and evaluate various techniques used to influence various levels of decision-making.	I	D	R
E.		**The student will be able to**			
Decision-making	1.	identify examples to illustrate that all societies develop social institutions integrated around the major needs of the society.	I	D	R
Goals Institutions	2.	compare and analyze how every society has developed complex processes to perform the basic functions of socialization and acculturation.	I	D	R
Systems Values	3.	describe, analyze, compare and evaluate the many different types of political systems which are used in societies to determine public policy and regulate behavior.	I	I,D	D,R
Subconcepts education government religion family	4.	describe, analyze, compare and evaluate the many different types of economic and social systems which have evolved to deal with the basic economic and social functions of the society.	I	I,D	D,R
economic organizational patterns rules/laws	5.	illustrate, analyze and evaluate how the basic substance of a society is rooted in its values. Explain and evaluate how basic economic, social, political, environmental decisions are influenced by values.	I	I,D	D,R
futurism change invention/adaptation	6.	illustrate how societies exhibit patterned social behavior which can be described and explained.		I	D,R
rights/responsibilities	7.	explain, analyze and evaluate how some of the wants and needs of members of any society are satisfied through the economic, family, educational, political and religious systems.	I	D	R
	8.	explain how and why some individuals and groups within every society are authorized to make binding decisions.	I	D	R
	9.	explain and illustrate how persons and groups influence change in societal institutions.	I	D	R
	10.	explain, compare, analyze and evaluate how all societies develop social institutions or complex sets of values, mores, laws and procedures integrated around the major functions or needs of the society.	I	D	R

Organizing Concepts		Objectives	Grade Levels K-4	5-8	9-12
	11.	illustrate how institutions are characterized in various societies and explain the role of the individual in institutions in comparative societies.	I	D	R
	12.	illustrate and evaluate how in all societies people have sought better economic, political and social opportunities.	I	D	R

APPENDIX B

SAMPLE GENERAL OBJECTIVES FOR SOCIAL STUDIES SKILLS[27]

Skills	Objectives		
I. Locating, Analyzing and Evaluating Data	K-4	5-8	9-12
A. Organizing pictures, facts, events	The student should be able to -interpret pictures, graphs and tables. -make an outline. -relate an artifact to the subject content.	The student should be able to -categorize sources of information as primary or secondary, biographical, or autobiographical, fictional or nonfictional. -use an outline as a tool for study. -use footnotes. -relate an artifact to subject content using classification.	The student should be able to -classify ideas according to the points of view, ideology or bias of different writers or speakers. -make a table of contents. -make a bibliography. -compare, evaluate and analyze artifacts in relation to subject content.
B. Working with reference materials (books, atlases, periodicals, newspapers, other media)	-locate information in multiple references. -use an appendix.	-locate and interpret suitable data from references (media, almanacs, Who's Who, readers' guides, etc) -locate news sources on the same topic from different sources.	-locate and interpret suitable data from references (media, dictionaries of biographies).
C. Sequencing and arranging in chronological order.	-sequence terms which denote time. -relate events of own life with those of a greater span of time using same scale on time line.	-collect and arrange bibliographies. -arrange series of events in chronological order. -use time line to explain social studies programs to others.	-determine the sequence of events which precedes a given conclusion. -formulate generalizations and conclusions about social studies problems. -analyze cause-effect relationships.

Skills	Objectives		
I. Locating, Analyzing and Evaluating Data	K-4	5-8	9-12
D. Acquiring information by listening, observing and surveying	-recall major ideas following a listening activity. -tell about something that recently occurred. -prepare a group or class list of questions to seek answers from people at school or home.	-acquire information about a topic by listening to more than one source. -develop and use guidelines designed to aid in impartial observation. -build survey instruments designed to gather specific data.	-acquire information from a formal, extended lecture. -draw expository inferences about a situation by conducting impartial observations. -conduct a scientific random sample survey and analyze the data obtained.
E. Constructing and interpreting graphs.	-explain the message of simple pictorial or bar graphs of data.	-make a line or bar graph and chart plotting social studies data. -ask pertinent questions related to the data analyzed on charts and graphs.	-plot multiple graphs to be used in support of a hypothesis. -formulate logical hypotheses based on data presented in graph form.
F. Evaluating subjective and objective material.	-distinguish between fiction and nonfiction.	-distinguish between fictional and nonfictional articles in newspapers, magazines, etc. -tell when a statement is a fact, an opinion, a value judgment or an inference.	-distinguish between objective and subjective primary source material. -justify a decision as to why it has been evaluated as a statement of fact, an opinion, a value judgment or an inference.

Skills	Objectives		
II. Problem-solving	K-4	5-8	9-12
A. Recognizing and stating the problem.	The student should be able to -identify and state a problem related to personal experience.	The student should be able to -identify and clearly define a problem.	The student should be able to -define a problem concisely for use in the problem solving process.

Skills	Objectives		
II. Problem-solving	K-4	5-8	9-12
B. Formulating hypotheses	-suggest alternative solutions when given a group problem, real or hypothetical.	-state an acceptable hypothesis to be researched.	-formulate hypotheses and apply a sequential evaluation process.
C. Planning for research and gathering data.	-decide which data would be necessary to support or disprove hypotheses. -sequence a plan for collecting data.	-develop operating procedures for completing the sequences in a research plan.	-identify criteria to evaluate the design of a proposed investigation.
D. Preparing and analyzing alternatives.	-support a decision to accept or reject the hypotheses based on the evidence that has been given.	-use accumulated evidence to accept or reject hypothesis. -examine consequences of alternatives.	-accept or reject hypotheses on the basis of collected evidence. -state in a conclusion the acceptance or rejection of hypotheses. -cite short and long range consequences of alternatives.
E. Formulating and acting on conclusions.	-choose a solution to the problem after applying the evidence.	-choose a reasonable solution to the problem after applying the evidence. -recognize areas for further study.	-choose a reasonable solution to various alternatives. -change the solution if the new data warrant it. -observe interrelationships between two problems and between solutions to each.

Skills	Objectives		
III. Social Participation	K-4	5-8	9-12
A. Supporting, organizing and working with others	The student should be able to -assume different roles in a group. -identify tasks to be completed. -perform tasks as directed. -participate in activities by following rules. -show respect and fairness for others.	The student should be able to -identify goals and tasks. -work with group as either leader or follower until task is completed. -participate in a group activity while observing set rules of procedure. -organize and complete a group activity. -treat others with respect and fairness.	The student should be able to -identify goals and priorities. -take various roles in a group and clearly define the tasks to be completed. -conduct a group activity observing set rules of procedure. -plan, organize and complete group activity. -work with others using democratic principles. -identify and use alternative methods of managing conflict.
B. Gathering and reporting information.	-listen and obtain information. -remember or record main ideas. -obtain information from different sources.	-identify and acquire information from public and private sources. -interview individuals. -prepare and give reports.	-use many sources to obtain current information and opinions. -obtain information by asking appropriate questions in interviews. -evaluate the reliability of information gathered.
C. Soliciting and communicating ideas.	-listen and respect views of others. -give reasons for position. -engage in discussion with others.	-listen and obtain the views of others. -state position clearly. -provide reasons for personal viewpoint. -present viewpoint to others. -work through organized groups to support a viewpoint.	-obtain the views of others. -state reasons for advocated positions. -present viewpoint to other citizens, leaders and officials. -organize and participate in activities for effective action to support your views.

Skills	Objectives		
IV. Time and Chronology	K-4	5-8	9-12
A. Use the time system and the calendar	The student will be able to -tell time by the clock. -name the days of the week in order. -name the months in order. -use calendar to find dates of special events. -describe the relation between rotation of the earth and day and night. -use definite time -concepts such as second, minute, yesterday. -use indefinite time concepts such as long ago, before, after.	The student will be able to -identify seasons with particular months. -describe the system of time zones as related to the rotation of the earth. -describe the relation between the earth's revolution around the sun and a calendar year. -use definite time concepts as decade, century. -use indefinite time concepts as past, future, meanwhile.	The student will be able to -translate dates into centuries. -formulate generalizations and conclusions about prehistoric and geological time. -formulate generalizations and conclusions about time in studying the development of human affairs.
B. Develop sequencing and chronology	The student will be able to -relate sequence and chronology in personal experiences in sequence. -develop numerical chronology. -make simple time lines related to personal experience.	The student will be able to -arrange personal experiences in sequence. -place related events in chronological order. -relate cause and effect relationships among events and dates. -figure the length of time between two given dates. -make time lines sequencing events. -figure differences in duration of various historical periods. -discuss the Christian system of chronology - B.C. and A.D.	The student will be able to -cluster date-events to establish time relationships among historic events. -relate the past to the present in the study of change and continuity in human affairs.

Skills	Objectives		
V. Map and Globe Interpretation	K-4	5-8	9-12
A. Characteristics of the Earth — Size, Shape, Motion	The student should be able to -identify the nature of a sphere. -compare maps to the globe. -differentiate between natural and cultural features on earth's surface. -identify simple land and water forms - continents, islands, oceans, rivers, lakes. -understand the axis of the earth and meaning of rotation as related to day and night. -indicate how the earth's revolution around the sun causes the seasons to change.	The student should be able to -use circle measurements in degrees, minutes, seconds. -measure great circles in miles. -compare areas and distances. -identify natural and cultural boundaries. -identify map projections, different ways of showing curved surface on flat map. -explain the use of International Date Line. -demonstrate the relationship of rotation of the earth and time. -explain seasonal changes in terms of the earth's revolution and axis tilt. -describe satellite orbits.	The student should be able to -use globe studies for correct ideas of area. -identify some problems of cartography in projecting the globe to a flat surface by such methods as cylindrical, conical and equal area projections. -review rotation, revolution and parallelism and their effects. -define and illustrate orbits.
B. Direction	-indicate how cardinal directions are determined by the poles. -use of parallels and meridians as direction lines. -use the intermediate directions. -identify the earth's four major hemispheres.	-demonstrate the relationship between meridians and time. -compare time in various parts of earth. -plot great circle routes on cylindrical projections. -use grid coordinates of longtitude and latitude to locate places on a map or globe.	-orient any map to the north using given clues. -determine true direction from study of the globe. -read direction by use of parallels and meridians of any map. -discuss direction in space and direction on earth.

Skills	Objectives		
V. Map and Globe Interpretation	K-4	5-8	9-12
C. Location	-locate places in relation to continents and bodies of water. -use the grid system to aid in locating places on a map. -demonstrate the need for reference points on a globe or map (North Pole, South Pole, Equator) to describe locations exactly. -identify specific landmarks, such as unusual coastline or other natural feature and use the information to locate places on a map or globe.	-use the grid system to find exact locations. -locate and use the International Date Line to interpret time zones. -explain the division of the globe into 360 degrees. -trace and compare trade and travel routes on air, land and water.	-collect information about global patterns of land forms, climate, natural vegetation, transportation. -local political divisions. -locate air and ocean currents which affected exploration and the development of countries.
D. Symbols	-relate photographs to map symbols. -identify map symbols for physical features. -identify map symbols for cultural features, cities, boundaries. -identify use of color or shading to show relief.	-describe how relief is shown by contours on topographic maps. -explain what the various kinds of symbols (dots, colors, lines) are used to show (food production, languages , population) -devise map symbols and legends for outline maps.	-interpret the key or legend for map reading. -analyze historical maps. -interpret physical and political maps by using colors and symbols.
E. Interpretation	-use different maps to find places of interest in the community, city, state and nation. -use inset maps. -compare maps and make inferences from them. -use maps and globes frequently as sources of information.	-use both physical and political maps to clarify concepts. -consult variety of maps for information about an area. -compare old and new maps to learn about changes people have effected. -use maps and globes (political, physical, economic, others) for information. -translate information derived from maps and globes into line and circle graphs.	-use maps and globes to explain geographical settings of historical and current events. -infer human activities and ways of life from data found on a map or combination of maps. -transpose statistical data to map form with legends.

Skills	Objectives		
V. Map and Globe Interpretation	K-4	5-8	9-12
F. Scale	-relate known distances to familiar places with those shown on maps. -use scale on map to find the distance from one place to another. -make large maps of familiar areas drawn to a predetermined scale.	-demonstrate how scale can be expressed in different ways — graphically, in words or as a representative fraction. -discuss relation of scale to selection of data to be mapped. -compare maps of identical areas drawn to different scales.	-draw map to scale. -correlate maps of different scales. -explain use of graduated scales that are important for polar or air age maps.

APPENDIX C
SAMPLE ALLOCATION OF INSTRUCTIONAL TIME--ELEMENTARY SCHOOLS

(Time Allotment/Minutes Per Week as
Developed by One Iowa School District)

Curriculum Areas	Weekly Time Allocations by Grade Level							
	Kdg. 1/2 Day	Kdg. Full Day	1	2	3	4	5	6
1. Language Arts	355	595	975	935	910	750	750	750
a. Reading	225	270	725	610	550	225	225	225
b. Literature/ Library	100	150	75	75	75	200	200	200
c. English	30	100	75	75	110	150	150	150
d. Penmanship		75	100	100	100	75	75	75
e. Spelling			-	75	75	100	100	100
2. Mathematics	75	150	175	175	175	200	200	200
*3. Social Studies	50	60	75	75	75	200	200	200
4. Science	40	100	75	75	100	**100	**100	**100
5. Recess	75	150	75	75	75	-	-	-
6. Health/Safety	20	20	25	25	25			
7. Physical Education	30	50	50	50	50	100	100	100
8. Student Break	-	-	-	-	-	50	50	50
9. Music	75	75	75	100	100	100	100	100
10. Art	30	100	75	90	90	100	100	100
TOTAL	750	1600	1600	1600	1600	1600	1600	1600

* Allocation of instructional time at the elementary level should reflect the child's need for a balanced education. Social studies provides a legitimate context within which reading, writing and the other skills can be taught.

** Includes Health/Safety

APPENDIX D

POST SECONDARY SOCIAL STUDIES, COLLEGE ENTRANCE EXPECTATIONS[28]

GENERAL

All college entrants will need the following general understanding of the social studies.

- Basic factual knowledge of major political and economic institutions and their historical development.
- Basic factual knowledge of the social and cultural fields of history.
- An introductory knowledge of the content and concepts of the social sciences.
- A grasp of major trends in the contemporary world (for example, nationalism or urbanization).
- Familiarity with a variety of written, numerical, and visual forms of data.
- Familiarity with the techniques of quantitative and nonquantitative analysis.
- Familiarity with diverse interpretations of data.

HISTORY

College entrants will need certain general knowledge and skills in political, social, and cultural history.

- Some understanding of the relationship between present and past, including contrasts between contemporary institutions and values and those of the past, the reasons for these contrasts, and leading continuities between past and present.
- Some understanding of how to approach the problem of change over time.
- The ability to recognize historical cause and effect.
- The ability to identify major historical turning points.
- Some ability to develop historical interpretations.

More specifically, college entrants will need the following basic knowledge:

WORLD HISTORY, GEOGRAPHY, AND CULTURES

- The basic features of major societies and cultures in the contemporary world: their geography, major economic and social structures, political systems, and religions.
- The historical developments underlying present connections and similarities among the world's peoples, and the major differences dividing them.
- The chronology and significance of major events and movements in world history (for example, the Renaissance, the Industrial Revolution, and the spread of Islam).
- The international context of contemporary diplomacy and economics.

UNITED STATES HISTORY

The relationship between events and historical trends in the United States and trends elsewhere in the world, developed through analysis of major similarities and differences.

- The interaction among peoples of different national origins, races, and cultures and how such interaction has shaped American history.
- The chronology and impact of political events, development of governmental and other social institutions, technological and environmental changes, and changes in social and cultural values.

SOCIAL SCIENCE

College entrants will need the following basic knowledge and skills in the social sciences.

- The ability to understand basic information developed by the social sciences, including statistical data and other materials.
- Familiarity with the basic method of the social sciences, that is, with the framing and empirical testing of hypotheses.
- A basic understanding of at least one of the social sciences and of how its practitioners define and solve problems.
- Familiarity with how to explore a social problem or social institution by means of ideas drawn from several social sciences.

APPENDIX E

CORRELATION OF THE "ESSENTIAL SKILLS" TO ITBS/ITED

The following chart, based on an analysis by one of Iowa's local school districts, identifies at what grade level a correlation is made, if possible, of each "Essential Skill" in social studies to the ITBS and ITED.

ITBS - Correlation with two tests - (a) Work Study Skills and (b) Social Studies for grades 3-8.

ITED - Correlation with social studies test for grades 9, 10, 11 and 12.

	Grade Level							
	3	4	5	6	7	8	9	11
A. SKILLS RELATING TO ACQUIRING INFORMATION								
1. Reading skills								
a. Comprehension								
(1) Read to get literal meaning	X	X	X	X	X	X	X	X
(2) Use chapter and section headings, topic sentences, and summary sentences to select main ideas			X	X	X	X	X	X
(3) Select passages that are pertinent to the topic being studied							X	X
(4) Interpret what is read by drawing inferences	X	X	X	X	X	X	X	X
(5) Detect cause-and-effect relationships	X	X	X	X	X	X	X	X
(6) Distinguish between fact and opinion, recognize propaganda							X	X
(7) Recognize author bias							X	X
(8) Interpret picture clues and picture captions to aid comprehension	X	X	X	X	X	X	X	X
(9) Use literature to enrich meaning								
(10) Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts	X	X	X	X	X	X	X	X

	Grade Level							
	3	4	5	6	7	8	9	11
(11) Read a variety of printed material books, magazines, newspapers, directories, schedules, journals	X	X	X	X	X	X		
(12) Use appropriate sources to gain meaning of essential terms and vocabulary--glossary, dictionary, text word lists	X	X	X	X	X	X		
(13) Recognize and understand an increasing number of social studies terms	X	X	X	X	X	X	X	X
b. Vocabulary								
(1) Use usual word attack skills: sight recognition, phonetic analysis, structural analysis	X	X	X	X	X	X	X	X
(2) Use context clues to gain meaning	X	X	X	X	X	X	X	X
(3) Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary text, word lists	X	X	X	X	X	X	X	X
(4) Recognize and understand an increasing number of social studies terms	X	X	X	X	X	X	X	X
c. Rate of Reading								
(1) Adjust speed of reading to suit purpose								
(2) Adjust speed of reading to difficulty of the material								
2. Study skills								
a. Finding information								
(1) Use various parts of a book--index, table of contents	X	X	X	X	X	X		
(2) Use key words, letters on volumes, index, and cross-references				X	X	X		

	Grade Level							
	3	4	5	6	7	8	9	11
(3) Evaluate sources of information—print, visual and electronic		X	X	X	X	X	X	X
(4) Use appropriate sources of information	X	X	X	X	X	X		
(5) use the community as a resource								
b. Arrange information in a usable form								
(1) Make outline of topic—webbing								
(2) Prepare summaries								
(3) Make timelines								
(4) Take notes--keep records								
(5) Use italics, marginal notes, and footnotes								
(6) Listen for information and follow given directions								
(7) Write reports, research papers, using bibliographies								
(8) Prepare a bibliography								
3. Reference and information search skills								
a. The Library—								
(1) Use card catalog to locate books								
(2) Use "Reader's Guide to Periodical Literature", public, as well as school library	X	X	X	X	X	X		
(3) Use COMCATS (Computer Catalog Service)								
(4) Use public library telephone information service								
b. Use special references—								
(1) Almanacs	X	X	X	X	X	X		
(2) Encyclopedias	X	X	X	X	X	X		

	Grade Level 3	 4	 5	 6	 7	 8	 9	 11
(3) Dictionaries	X	X	X	X	X	X		
(4) Indexes	X	X	X	X	X	X		
(5) Government publications	X	X	X	X	X	X		
(6) Microfiche								
(7) Periodicals	X	X	X	X	X	X		
(8) News resources: newspapers, news magazines, TV, radio, videotapes, artifacts								
c. Use map and globe reading skills								
(1) Orient a map and note directions	X	X	X	X	X	X		
(2) Locate places on a map and globe	X	X	X	X	X	X		
(3) Use scale and compute distances	X	X	X	X	X	X		
(4) Interpret map symbols		X	X	X	X	X		
(5) Compare maps and make inferences	X	X	X	X	X	X		
(6) Interpret graphs	X	X	X	X	X	X	X	X
(7) Detect bias in visual material					X	X		
(8) Interpret social and political messages of cartoons							X	X
(9) Interpret history through artifacts								
d. Community Resources								
(1) Use sources of information in the community								
(2) Conduct interviews of individuals in the community								
(3) Use community newspapers								
4. Technical Skills Unique to Electronic Devices								
a. Computer								
(1) Operate a computer using prepared instructional or reference programs								

	Grade Level							
	3	4	5	6	7	8	9	11
(2) Operate a computer to enter and retrieve information gathered from a variety of sources								
b. Telephone and Television Information Networks								
(1) Is able to access information through networks								
B. SKILLS RELATED TO ORGANIZING AND USING INFORMATION								
1. Intellectual Skills								
a. Classify information								
(1) Identify relevant, factual material	X	X	X	X	X	X	X	X
(2) Sense relationship between items of factual information	X	X	X	X	X	X	X	X
(3) Group data into categories according to appropriate criteria	X	X	X	X	X	X	X	X
(4) Use proper sequence for occurrence and importance						X		
(5) Place data in tabular form--charts, graphs, illustrations						X	X	
b. Interpret information								
(1) State relationships between categories of information	X	X	X	X	X	X	X	X
(2) Note cause-and-effect relationships					X	X	X	X
(3) Draw inferences from factual material			X	X	X	X	X	X
(4) Predict likely outcomes based on factual information							X	X
(5) Recognize the value dimension of interpreting factual material							X	X
(6) Recognize when more than one interpretation is valid								

	Grade Level							
	3	4	5	6	7	8	9	11
c. Analyze information								
(1) Form a simple organization of key ideas related to a topic							X	X
(2) Separate a topic into major components according to appropriate criteria							X	X
(3) Examine critically the relationship between elements of a topic							X	X
(4) Detect bias in data presented in various forms							X	X
(5) Compare and contrast credibility of differing accounts of the same event							X	X
d. Summarize information								
(1) Extract significant ideas from illustrative details	X	X	X	X	X	X	X	X
(2) Combine critical concepts into a statement of conclusions			X	X	X	X	X	X
(3) Restate major ideas of a complex topic							X	X
(4) Form opinions based on critical examination of relevant information							X	X
(5) State hypotheses for further study								
e. Synthesize information								
(1) Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information								
(2) Reinterpret events in terms of what might have happened								
(3) Present visually (chart, graph, diagram, model, etc.) information extracted from print								
(4) Prepare a paper that requires a creative solution to a problem								
(5) Communicate orally and in writing								

	Grade Level 3	4	5	6	7	8	9	11
f. Evaluate information								
(1) Determine whether or not the information is pertinent to the topic	X	X	X	X	X	X	X	X
(2) Estimate the adequacy of the information								
(3) Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency								
g. Decision-Making Skills								
(1) Identify a situation in which a decision is required								
(2) Secure needed factual information relevant to the decision								
(3) Recognize the values implicit in the situation and the issues that flow from them								
(4) Identify alternative courses of action and predict likely consequences of each								
(5) Make the decision based on the data obtained								
(6) Take action to implement the decision								

C. SKILLS RELATED TO INTERPERSONAL RELATIONSHIPS AND SOCIAL PARTICIPATION

1. Personal skills

a.

	3	4	5	6	7	8	9	11
(1) Express personal convictions								
(2) Communicate own beliefs, feelings and convictions								
(3) Adjust personal behavior to fit the dynamics of various groups and situations								
(4) Recognize the mutual relationship between human beings in satisfying each other's needs								

	Grade Level							
	3	4	5	6	7	8	9	11
2. Group interaction skills a. (1) Contribute to the development of a supportive climate in groups								
(2) Participate in establishing rules and guidelines for group work								
(3) Serve as a leader or follower								
(4) Participate in delegating duties, reorganizing, planning and decision making in a group setting								
(5) Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences								
3. Social and Political Participation Skills a. (1) Keep informed on issues that affect society								
(2) Identify situations in which social action is required								
(3) Work individually or with others to decide on an appropriate course of action								
(4) Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights								
(5) Accept and fulfill social responsibilities associated with citizenship in a free society								

APPENDIX F
ALIGNMENT OF "ESSENTIAL SKILLS" TO ITBS/ITED

The following tables, analyzed by a local district, identify each of the "Essential Skills" in social studies and which standardized test—Iowa Test of Basic Skills or the Iowa Test of Educational Development—evaluates that specific skill. For coding of skills, see Appendix E.

ITBS -	Correlates with two tests - (a) Work Study Skills and (b) Social Studies for grades 3-8.
ITED -	Correlates with a social studies test for grades 9 and 11.

A. Social studies skills tested by ITBS and ITED relating to acquiring information:

1. Reading Skills

a. Comprehension

Test	Skill Tested												
	1	2	3	4	5	6	7	8	9	10	11	12	13
ITBS-WS				X								X	
ITBS-SS	X	X		X	X			X		X			X
ITED	X	X	X	X	X	X	X	X		X			X

---

1. Study Skills

a. Finding Information

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS	X	X	X	X	
ITBS-SS					
ITED					

---

b. Arrange Information in a Usable Form

Test	Skill Tested							
	1	2	3	4	5	6	7	8
ITBS-WS					X			
ITBS-SS					X			
ITED					X			

---

3. Reference and Information Search Skills

a. Library

Test	Skill Tested			
	1	2	3	4
ITBS-WS		X		
ITBS-SS				
ITED				

b. Use Special References

Test	Skill Tested							
	1	2	3	4	5	6	7	8
ITBS-WS	X	X	X	X	X	X	X	
ITBS-SS	X	X	X	X	X			
ITED						X		X

B. Social studies skills tested by ITBS and ITED related to organizing and using information:

1. Intellectual Skills

a. Classify Information

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS				X	X
ITBS-SS	X	X	X		
ITED	X	X	X		

b. Interpret Information

Test	Skill Tested					
	1	2	3	4	5	6
ITBS-WS	X	X	X			
ITBS-SS	X	X	X			
ITED				X	X	

c. Analyze Information

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS					
ITBS-SS					
ITED	X	X	X	X	X

d. Summarize Information

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS	X	X			
ITBS-SS	X				
ITED	X	X	X	X	

e. Synthesize Information

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS					
ITBS-SS					
ITED					

f. Evaluate Information

Test	Skill Tested		
	1	2	3
ITBS-WS	X		
ITBS-SS	X		
ITED	X		

2. Decision-Making Skills

Test	Skill Tested					
	1	2	3	4	5	6
ITBS-WS						
ITBS-SS						
ITED						

C. Social studies skills tested by ITBS and ITED related to interpersonal relationships and social participation:

1. Personal Skills

Test	Skill Tested			
	1	2	3	4
ITBS-WS				
ITBS-SS	X			
ITED	X			

---

2. Group Interaction Skills

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS					
ITBS-SS					
ITED					

---

3. Social and Political Participation Skills

Test	Skill Tested				
	1	2	3	4	5
ITBS-WS					
ITBS-SS					
ITED			X		

APPENDIX G

NEEDS ASSESSMENT INSTRUMENT[29]

Directions: Read each guideline below. Check "HP" for the guidelines if it is of high priority to your district. Check 1, 2, or 3 to indicate to what extent the guideline is evident in your district.

I. Relationship of the Program to the Maturity and Concerns of Students

Guidelines	Priority Level	Current Status		
		Very Often	Sometimes	Not At All
1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.	(HP)	(1)	(2)	(3)
1.2 The school and its teachers should make steady efforts, through regularized channels and practices to identify areas of concern to students.	(HP)	(1)	(2)	(3)
1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and the their social world.	(HP)	(1)	(2)	(3)
1.4 Students should have a special studies experience at all grade levels K-12.	(HP)	(1)	(2)	(3)
1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.	(HP)	(1)	(2)	(3)

II. Relationship of the Program to the Real Social World

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.	(HP)	(1)	(2)	(3)
2.2 The program should emphasize pervasive and enduring social issues.	(HP)	(1)	(2)	(3)
2.3 The program should demonstrate the relationships between the local and global aspects of social issues.	(HP)	(1)	(2)	(3)
2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.	(HP)	(1)	(2)	(3)
2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.	(HP)	(1)	(2)	(3)
2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.	(HP)	(1)	(2)	(3)
2.7 The program should build upon realities of the immediate school community.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.	(HP)	(1)	(2)	(3)
2.9 The program should provide the opportunity for students to examine potential future conditions and problems.	(HP)	(1)	(2)	(3)

III. Relationship of Program to Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.	(HP)	(1)	(2)	(3)
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.	(HP)	(1)	(2)	(3)
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.	(HP)	(1)	(2)	(3)
3.4 The program should draw upon all the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.	(HP)	(1)	(2)	(3)
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.	(HP)	(1)	(2)	(3)
3.7 The program should include the study of human achievements, and of human failures.	(HP)	(1)	(2)	(3)

IV. Selection of Objectives; How Objectives Guide Program

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.	(HP)	(1)	(2)	(3)
4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.	(HP)	(1)	(2)	(3)
4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.	(HP)	(1)	(2)	(3)
4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.	(HP)	(1)	(2)	(3)
4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.	(HP)	(1)	(2)	(3)
4.7 Objectives should be reconsidered and revised periodically.	(HP)	(1)	(2)	(3)

V. Nature of Activities

5.1 Students should have a wide and rich range of learning activities appropriate to the objective of their social studies program.	(HP)	(1)	(2)	(3)
5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.	(HP)	(1)	(2)	(3)
5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status		
		Very Often	Sometimes	Not At All
5.4 Students should be encouraged to become active participants in activities within their own communities.	(HP)	(1)	(2)	(3)
5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.	(HP)	(1)	(2)	(3)
5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.	(HP)	(1)	(2)	(3)
5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.	(HP)	(1)	(2)	(3)
5.8 Activities should stimulate student to investigate and to respond to the human condition in the contemporary world.	(HP)	(1)	(2)	(3)
5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's right to privacy.	(HP)	(1)	(2)	(3)

VI. Relationship Between Instruction and Range of Learning Resources

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, from current as well as basic sources.	(HP)	(1)	(2)	(3)
6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for both thought and feeling.	(HP)	(1)	(2)	(3)
6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.	(HP)	(1)	(2)	(3)
6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.	(HP)	(1)	(2)	(3)
6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.	(HP)	(1)	(2)	(3)

VII. Relationship of Social Studies Program to Students' Experiences

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
7.1 Structure in the social studies program must help students organize their experiences to promote growth.	(HP)	(1)	(2)	(3)
7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn.	(HP)	(1)	(2)	(3)
7.3 The program must enable students to relate their experiences in social studies to other areas of experience.	(HP)	(1)	(2)	(3)
7.4 The formal pattern of the program should offer choice and flexibility.	(HP)	(1)	(2)	(3)

VIII. Nature of Local Program Evaluation

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.	(HP)	(1)	(2)	(3)
8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, valuing, and social participation.	(HP)	(1)	(2)	(3)
8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status		
		Very Often	Sometimes	Not At All
8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.	(HP)	(1)	(2)	(3)
8.5 Evaluation data should be used for planning curricular improvements.	(HP)	(1)	(2)	(3)
8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusion of some marking period.	(HP)	(1)	(2)	(3)
8.7 Both students and teachers should be involved in the process of evaluation.	(HP)	(1)	(2)	(3)
8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.	(HP)	(1)	(2)	(3)

IX. Local Support for Social Studies Education as an Integral Part of the School Program

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.				
9.2 Teachers should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.	(HP)	(1)	(2)	(3)
9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.	(HP)	(1)	(2)	(3)
9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or inservice classes, or community affairs, or in reading, studying, and travel.	(HP)	(1)	(2)	(3)
9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available	(HP)	(1)	(2)	(3)
9.7 Teachers and schools should have and be able to rely upon, a district-wide policy statement on academic freedom and professional responsibility.	(HP)	(1)	(2)	(3)
9.8 Social studies education should expect to receive active support from administrators, teachers, board of education, and the community.	(HP)	(1)	(2)	(3)

Guidelines	Priority Level	Current Status Very Often	 Sometimes	 Not At All
9.9 A specific minimal block of time should be allocated for social studies instruction each week.	(HP)	(1)	(2)	(3)

The above material constitutes the first section of "How To Use the Guidelines for Social Studies Needs Assessment." For information on how to obtain the complete report, please write to the Washington, D.C. office of the National Council for the Social Studies, 3501 Newark St., Washington, D.C. 20016.

APPENDIX H
EVALUATION FORM FOR SELECTING SOCIAL STUDIES MATERIALS

Reviewer______________________Date___________School_________________

Title____________________________________

Author(s)_________________________________

Publisher_________________________________

Copyright Date____________________________

Cost_____________________________________

Directions:

> To answer a question, circle the appropriate number on the left-hand scale indicating your evaluation of the text.
>
> There is another scale to the right of the question. This scale allows you to grade the question's value. Place the appropriate number, "0-4," in the space provided which indicates your evaluation of the question.

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question
Sample

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

0 1 2 3 4 5 1. To what extent does the title indicate the content of the text? _____

A. Skills

0 1 2 3 4 5 1. To what extent does the text tend to raise questions and present issues? _____

0 1 2 3 4 5 2. To what extent are graph and chart skills stressed _____

0 1 2 3 4 5 3. To what extent can the text be used to initiate inquiry? _____

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

0	1	2	3	4	5	4.	To what extent is the method in which issues are handled conducive to the development of thinking skills (analysis, critical-thinking, logical decision making)?	______
0	1	2	3	4	5	5.	To what extent does the text enhance the development of research skills?	______

B. Organization

0	1	2	3	4	5	1.	To what extent is the table of contents adequate?	______
0	1	2	3	4	5	2.	To what extent is there an index?	______
0	1	2	3	4	5	3.	To what extent is there a glossary?	______
0	1	2	3	4	5	4.	To what extent does the text show a logical development of the subject matter?	______
0	1	2	3	4	5	5.	To what extent are there opportunities for alternative teaching strategies?	______
0	1	2	3	4	5	6.	To what extent does the text provide supplementary activities and projects to stimulate student interest?	______
0	1	2	3	4	5	7.	To what extent are skill-building instructions reinforced at the end of each chapter or unit?	______
0	1	2	3	4	5	8.	To what extent does each chapter have section reviews?	______
0	1	2	3	4	5	9.	To what extent does each chapter have a clearly visible summary paragraph?	______

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

---

0 1 2 3 4 5 10. To what extent does each chapter contain traditional chapter-end materials including analysis, synthesis, interpretation, open-ended and skills questions? ______

0 1 2 3 4 5 11. To what extent is there enough variety in the chapter-end questions so teachers can choose questions to meet the needs of their students? ______

0 1 2 3 4 5 12. To what extent can the chapter-end questions be answered by average students? ______

C. Reading

0 1 2 3 4 5 1. To what extent does the language of the text accommodate the range of abilities and backgrounds of most of the students? ______

0 1 2 3 4 5 2. To what extent does the text provide for phonetic pronunciation of new or difficult worlds? ______

0 1 2 3 4 5 3. To what extent is the writing style crisp and clear? ______

0 1 2 3 4 5 4. To what extent are there strong transitions that lead the reader from one idea to the next? ______

0 1 2 3 4 5 5. To what extent is the style and size of type easy to read? ______

D. General Content

0 1 2 3 4 5 1. To what extent is there quality in drawings, illustrations, and the use of color? ______

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

0	1	2	3	4	5	2.	To what extent is the subject material geared to the interests and abilities of the student who will use it?	______
0	1	2	3	4	5	3.	To what extent does the text lend itself to independent-individualized instruction?	______
0	1	2	3	4	5	4.	To what extent is the information contained in the text based upon accurate and current data?	______
0	1	2	3	4	5	5.	To what extent are charts and graphs integrated into the content of the text?	______
0	1	2	3	4	5	6.	To what extent does the text emphasize concepts rather than just factual material?	______
0	1	2	3	4	5	7.	To what extent are both sides of controversial issues presented clearly?	______
0	1	2	3	4	5	8.	To what extent are the illustrations, graphs, and charts up-to-date?	______
0	1	2	3	4	5	9.	To what extent do special features include excerpts from documents and informal primary sources?	______
0	1	2	3	4	5	10.	To what extent do informative captions accompany all illustrations?	______
0	1	2	3	4	5	11.	To what extent are photos carefully selected for their teaching content?	______
0	1	2	3	4	5	12.	To what extent are charts and graphs integrated where relevant to the content?	______

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

E. Specific Content Example: American Government. (Note: Local curriculum committee would need to change the statements below to fit the content area being evaluated)

To what extent does the text deal with the following topics and subject matter?

						1. Introduction and Constitution	
0	1	2	3	4	5	(a) Historical Background	_____
0	1	2	3	4	5	(b) Articles of Confederation	_____
0	1	2	3	4	5	(c) Constitutional Convention	_____
						2. Legislative Branch	
0	1	2	3	4	5	(a) Organizational Structure	_____
0	1	2	3	4	5	(b) Membership	_____
0	1	2	3	4	5	(c) Legislative Process	_____
0	1	2	3	4	5	(d) Powers	_____
0	1	2	3	4	5	(e) Political Pressures	_____
						3. Executive Branch	
0	1	2	3	4	5	(a) Electoral Process	_____
0	1	2	3	4	5	(b) Traditional Behavior	_____
0	1	2	3	4	5	(c) Military Powers	_____
0	1	2	3	4	5	(d) Legislative Powers	_____
0	1	2	3	4	5	(e) Leadership Expectations	_____
0	1	2	3	4	5	(f) Foreign Policy Powers	_____

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

						4.	Judicial Branch	
0	1	2	3	4	5	(a)	Organizational Structure	______
0	1	2	3	4	5	(b)	Powers	______
0	1	2	3	4	5	(c)	Jurisdiction and Judicial Review	______
0	1	2	3	4	5	(d)	Civil Rights	______
0	1	2	3	4	5	(e)	Civil Liberties	______
0	1	2	3	4	5	(f)	Selected Court Cases	______
						5.	Political Parties	
0	1	2	3	4	5	(a)	History	______
0	1	2	3	4	5	(b)	Organization	______
0	1	2	3	4	5	(c)	Ideology	______
0	1	2	3	4	5	(d)	Function and Role	______
0	1	2	3	4	5	(e)	Nomination and Election Process	______
0	1	2	3	4	5	(f)	Electorate-Behavior Analysis	______
						F.	Multicultural/Non-Sexism	
0	1	2	3	4	5	1.	To what extent does the content of the text in its written form reflect the pluralistic, multiethnic nature of society?	______
0	1	2	3	4	5	2.	To what extent would the text tend to encourage a positive self-image for students of all ethnic and socioeconomic groups?	______
0	1	2	3	4	5	3.	To what extent is the legitimacy of a variety of life styles acknowledged?	______

Evaluation of Text: 0 - 1 - None or little extent 2 - 3 - To some extent 4 - 5 - Great extent	Question	Question is: ___ 0 - Unimportant ___ 1 - Relatively unimportant ___ 2 - Moderately important ___ 3 - Important ___ 4 - Extremely important
0 1 2 3 4 5	4. To what extent is the role of various socioeconomic groups, past and present, accurately and fairly presented?	______
0 1 2 3 4 5	5. To what extent does the text depict male and female members of various groups in the society in situations which exhibit them unbiasedly in a wide variety of roles?	______
0 1 2 3 4 5	6. To what extent are illustrations in the text representative of the cultural and racial diversity in the world as well as the roles open to men and women in today's society?	______
0 1 2 3 4 5	7. To what extent is the information about men and women, various cultural and racial groups, accurate?	______
0 1 2 3 4 5	8. To what extent does the text include contributions and involvement of women and men, cultural and racial groups, at all points where it is appropriate and meaningful to do so?	______
0 1 2 3 4 5	9. To what extent is the text free of ethnocentric or sexist language patterns which make implications about persons or groups solely based upon their culture, race, or sex?	______
0 1 2 3 4 5	10. To what extent does the text illustrate both women and men, and diverse cultural/racial groups in both active and passive roles?	______

Evaluation of Text:
0 - 1 - None or little extent
2 - 3 - To some extent
4 - 5 - Great extent

Question

Question is:
___ 0 - Unimportant
___ 1 - Relatively unimportant
___ 2 - Moderately important
___ 3 - Important
___ 4 - Extremely important

G. Conclusions

0	1	2	3	4	5	1. To what extent is the text better than the one presently being used?	______
0	1	2	3	4	5	2. To what extent is the text suitable for achieving the course objectives?	______
0	1	2	3	4	5	3. To what extent would this text be "learnable?"	______
0	1	2	3	4	5	4. To what extent would this text be "teachable?"	______

APPENDIX I

SOCIAL STUDIES MICROCOMPUTER COURSEWARE EVALUATION GUIDELINES[30]

The guidelines are organized around three areas—Knowledge, Skills, and Values—each of which contains organizational descriptors. A checklist has been included to help evaluators monitor the extent of emphasis a courseware package places on each criterion. (The checklist contains four headings—Strong Emphasis (SE), Moderate Emphasis (ME), Inadequate Emphasis (IE), and Not Applicable (NA).) When using the checklist, it is important to realize that the breadth of criteria in this document and the variety of courseware on the market preclude a single courseware package from meeting all the standards in these guidelines.

Knowledge

Social studies educators at all levels have rejected curricula based exclusively on the behavioral and social sciences. Instead, they have adopted a broad-based curriculum that not only addresses the concerns of those academic disciplines but also concentrates on the personal and social concerns of the students, and the multicultural and normative concerns of society.

SE	ME	IE	NA		Significant Characteristics
				1.01	**Validity** Does the courseware emphasize currently valid knowledge from one or more of the social sciences?*
				1.02	**Accuracy** Does the courseware present a true and comprehensive body of content, free of distortion by omission?
				1.03	**Reality Oriented** Does the courseware's content deal with the realities of today's world in terms of its flaws, strengths, dangers and promises?
				1.04	**Significance of Past and Present** Does the courseware deal with important concepts, principles and theories of modern society? Does it present significant ideas that convey the excitement of the past, present and future?
				1.05	**Bias** Does the courseware avoid bias and/or stereotyping with regard to gender, ethnicity, racial background, religious application or cultural group? When unfamiliar customs and institutions or different ethnic groups and cultures are dealt with, are they presented in an unbiased and objective manner?

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*History is included in this classification.

SE	ME	IE	NA		Content Emphasis
				1.11	**Issue Analysis** Does the courseware engage students in analyzing and attempting to resolve social issues? Is a data base provided and does it contain information of sufficient depth and breadth for students to make realistic decisions? If not, can the data base be expanded by the teacher or students?
				1.12	**Pervasive and Enduring Issues** Does the courseware focus on problems and/or issues that are socially significant? Do the materials demonstrate the reciprocal relationships among the social sciences, social issues and action?
				1.13	**Global Perspectives** Does the courseware help students develop a global perspective? Are students assisted in recognizing the local, national and global implications of the problems being examined and their possible solution?
				1.14	**Development of Society** Does the courseware develop knowledge and insights into the historical development of human society? Do the facts, concepts, principles and processes presented offer direction in organizing a study of human behavior? Does it help students understand: how modern societies develop, the role of central institutions and values of national societies and those of the world community?
				1.15	**Multiculturalism** Does the courseware help develop an understanding of the diversity of cultures and institutional arrangements within American society and in other societies within the global community? Does it provide a rational explanation for customs and other distinctive aspects of daily life arrangements that are explored? Does it contribute to the students' acceptance of the legitimacy of their own cultural identity as well as that of others?

SE	ME	IE	NA		
				1.16	**Personal/Social Growth** Does the courseware help students understand their own development and capabilities, as influenced by their families, peer groups, ethnic groups, media, and the society at large?

Skills

Social studies education should provide students with the opportunities to develop, practice, and use a variety of thought processes and skills. Students should have opportunities to probe, to extract knwoledge from experience, to think and to communicate their findings and conclusions, both orally and in writing. They should learn how to learn--to develop self-direction in gaining meaningful knowledge and employing it effectively. The social studies program should develop the student's ability to make rational decisions. In order to accomplish this, it is essential that students acquire skills in critical thinking, inquiry, information processing and problem solving.

SE	ME	IE	NA		
					Intellectual Skills
				2.01	**Inquiry and Problem Solving** Does the courseware pose problems which require students to use the methods of inquiry? Specifically, are students given practice in: identifying and defining problems, formulating and testing hypotheses, and arriving at valid generalizations?
				2.02	**Critical Thinking** Does the courseware foster the development of critical thinking skills, of distinguishing between fact and opinion, detecting slant and bias, determining cause and effect, and evaluating the reliability of sources?
				2.03	**Higher Cognitive Levels** Does the courseware help students develop and/or reinforce the thought processes of analysis, synthesis and evaluation? Do students encounter material that helps develop their understanding of the relationship between elements and how these elements fit together as a whole? Are students given opportunities to use information to construct a new communication? Are students asked to make judgments based on appropriate criteria?

SE	ME	IE	NA		
				2.04	**Divergent Thinking** Does the courseware encourage divergent thinking which allows students to provide a variety of answers for difficult questions?
				2.05	**Concept Formation** Does the courseware present a broad range of illustrations, models, and examples which are appropriate for helping students image, dissect, conceptualize, define, or recognize relationships between patterns or concepts?
					Decision-making Skills
				2.11	**Processes** Does the courseware develop decision-making skills of identifying alternatives, establishing criteria to evaluate the alternatives, evaluating the alternatives in light of criteria and making the decisions? Are students given the opportunity to re-test, re-interpret and re-organize their beliefs about facts and values?
				2.12	**Learning Environment** Does the courseware and its accompanying materials create a social environment populated by believable characters confronting difficult circumstances and choices?
				2.13	**Choices** Does the courseware require the student to make choices, and are those choices then used as data for reflection?
				2.14	**Information Base** Do the courseware's data match the kind of data that would be accessible by citizens outside the instructional context? Is the courseware flexible enough to allow the alteration and addition of information, so that students can practice making decisions under a variety of factual and value circumstances?
				2.15	**Consequences** Does the courseware confront students with realistic consequences (for themselves and for others) of decisions they are required to make in using the courseware?

SE	ME	IE	NA		
				2.16	**Assessment** Does the courseware and its accompanying materials assist the teacher and the student to assess the student's skills and abilities in decision-making?
				2.17	**Degree of Certainty** Does the courseware provide experiences in making decisions under conditions of uncertainty? Does the courseware help the student recall the basis on which decisions were made and to make revised decisions informed by new understandings?
					Information Processing Skills
				2.21	**Orientation Skills** Does the courseware foster the development of map and globe skills?
				2.22	**Chronology and Time Skills** Does the courseware provide students practice in interpreting chronology and applying time skills, i.e., sequencing events and trends, and identifying and using measures of time correctly?
				2.23	**Graphic Data Skills** Does the courseware help students develop skills of reading and interpreting, constructing and drawing inferences from graphs, tables and charts?
				2.24	**Gathering and Processing Data** Does the courseware provide opportunities for students to develop skills in locating, organizing, interpreting and presenting data?
				2.25	**Content Reading Skills** Does the courseware facilitate the development of the student's word attack skills and the ability to read on the literal, interpretative and applied levels?
				2.26	**Communication Skills** Does the courseware or its accompanying materials foster adequately developed communication skills and provide opportunities for communicating effectively orally and in writing?

Cooperation and Participation Skills

SE	ME	IE	NA		
				2.31	**Interaction** Does the courseware and its accompanying materials require groups of students to work together? Do the learning tasks require a division of labor? Does successful completion of the tasks require shared information?
				2.32	**Cooperation** Does the courseware and its accompanying materials reinforce the importance of, and provide support for, cooperation in resolving conflicts over contradictory facts and values?
				2.33	**Social/Political Participation** Does interaction with the courseware and its accompanying materials enhance the student's ability to participate effectively in the social and political processes of his/her school and community?
				2.34	**Follow-up Activities** Does the courseware or its accompanying material offer suggestions for activities that follow logically from the use of the courseware? Does the courseware allow students to experience vicariously the positive and negative consequences, the costs and benefits, the frustrations and satisfactions of taking action?

Values

The cultural pluralism characterizing American society makes value conflicts inevitable. These conflicts are particularly evident in debates about solutions to complex social problems confronting our society. Effective participation in resolving these problems requires people who have rationally developed their own value system, and are proficient at making defensible value decisions.

Social studies education should provide ample opportunities for students to rationally examine value issues in a non-indoctrinating environment. It should promote the reflective examination of value dilemmas that underlie the personal and social issues that students confront in their everyday lives.

SE	ME	IE	NA		
					Societal Orientation
				3.01	**Influence of Values on Behavior** Does the courseware help students develop an understanding and appreciation of the influence of beliefs and values on human behavior patterns?
				3.02	**Procedural Values** Does the courseware help the student identify and develop an appreciation for values that underlie substantive beliefs and procedural guarantees expressed in this nation's fundamental documents?
					Valuing Processes
				3.11	**Beliefs** Does the courseware require the student to identify his or her own beliefs, to make choices based on those beliefs, and to understand the consequences of the choices made?
				3.12	**Conjoint Reflection** Does the courseware require conjoint reflection on feelings, behaviors and beliefs?
				3.13	**Defensible Judgments** Does the courseware support a process of value analysis by which learners can make rational, defensible value judgments?
				3.14	**Feedback** Does the courseware track the process students use in making value judgments and provide useful feedback with respect to its quality and improvement?

APPENDIX J
COMPUTERS, SOFTWARE, AND THE SOCIALSTUDIES[31]

THE COMPUTER REVOLUTION

The computer revolution is not only underway but has arrived in full force. Of course, the world has experienced previous revolutions (military, social, and economic), but the computer revolution is rapidly transforming the world. In time, few aspects of society will remain unscathed by the computer and computer technology. Already, we rely on computers as we go about our daily tasks. We send and receive electronic mail, rely on satellite weather reports, transfer funds electronically to buy goods and services, use computer teleconferencing to conduct business, maintain a variety of personal information data, or engage in shopping via a home computer.

Early skepticism related to computers is waning among teachers as most attain some level of computer awareness. Many are developing skills and proficiency in using computers in an educational setting. When applied to computers, the following might be appropriate considerations.

Level 1 - Nonconcern: Computers will never affect my teaching.
Level 2 - Awareness: Everywhere I turn, I see computers, computers, computers!
Level 3 - Informational: Where can I learn more about how computers are used in schools?
Level 4 - Personal: I wonder if I am technologically minded enough to use computer instruction?
Level 5 - Management: How could I work computers into social studies instruction? How do I get computer software?
Level 6 - Collaboration: Many of us are experimenting with computers, but I wonder how we ought to coordinate our efforts to use the computer more effectively?
Level 7 - Refocusing: How could we reorganize our school to make better use of computer instruction?

Schools, like other institutions, have been profoundly affected by the computer revolution. Administrators, teachers, school board members, parents, and students are all involved to a degree with the new computer technology. During the last decade, computers invaded the schools and today many schools have one or more computers available to teachers or students. A number of schools have set up well-equipped computer laboratories. Other schools have placed one or more computers in individual classrooms. Still others have decided to place computers in the media center. These decisions have an impact on instruction. Even though thousands of computers are used in schools, they remain controversial in that they are costly, require training, and remain largely unproven in terms of student learning.

Proponents of computers or microcomputers hold high expectations that the new technology will be a major force in shaping education in the future. Computers, they predict, will lead to more efficient, effective, and creative instruction, since they can provide feedback to answers, retrieve large amounts of data, and store information. Many believe computer use will lead to significant changes in school organization and management. Others are more concerned with what computers can and cannot do today.

At present, two generally accepted types of computer usage in education are as a teaching device and as a management system for record keeping, filing information, and assessing reading levels of materials. This section of the guide will focus on computers as interactive instructional devices that serve the needs of individual or groups of students. Many names are used--"computer-assisted or computer-aided instruction (CAI)," "computer-based instruction (CBI)," or "computer-assisted or computer-aided learning (CAL)." For the most part, the terms are interchangeable.

Computer Software

In order to provide computer instruction and computer learning, computer equipment called "hardware" is needed. Hardware consists of the central processing unit that is the "brain" of the computer and controls its operation, a keyboard that allows the user to input information, and a monitor that displays information (output). Many computers have peripheral equipment such as printers, plotters, modems, and videodisks, which allow them to carry out additional functions. "Software" refers to computer programs that are preprogrammed on disks (or diskettes) developed to instruct the computer to carry out specific tasks. Quality software programs also have excellent printed documentation, materials, and instructions for teachers and students. Computers seem to have the potential to enable social studies teachers to achieve the goals of the social studies program by helping students learn content, concepts, and skills.

Computer programs using one or more of the following techniques are available for instruction in the social studies or other curricular instruction areas.

Drill and practice. These computer programs present exercises to supplement classroom instruction in order to help students review previously studied materials, memorize facts, or master skills. These programs usually ask the student questions, and provide immediate evaluation to the student's response, often providing comments about overall performance. Drill and practice programs use the computer at the simplest level and emphasize learning basic information.

Tutorial. The computer uses a variety of instructional processes to tutor the student in new concepts and skills, often on a one-to-one basis. The instructional processes may include the introduction of new material, various drill/practice routines, performance monitoring, work to remediate a student's weakness, and performance evaluation. The software can be programmed to provide appropriate practice and reinforcement through branching of the specific concepts and skills being taught. Most often the cognitive objectives of the tutorial programs are knowledge acquisition and comprehension.

Inquiry and problem solving. The computer encourages students to explore concepts within the context of a question-and-answer dialogue, in which the computer responds to the student's questions and comments. In effect, the student becomes a problem developer and problem solver. Students are able to test hypotheses and possible solutions to a variety of real problems by using synthesis-level thinking skills. Some programs also encourage the development of social participation skills through cooperative behavior in solving the problem.

Educational games. The computer places the student in a competitive situation (game) with a set of rules. By scoring points and winning or losing, students develop a variety of concepts and skills, including decision-making skills. Students can compete against the computer, another person, or against themselves. This format is usually highly motivational and allows students to apply previously learned skills with accuracy and efficiency.

Simulation. The computer provides an imitation of real situations that require student participation. Through simulations, students are able to study social conflict, historical events, and other "real world" systems. Students are given the opportunity to practice decision-making skills by using the simulation as a laboratory exercise within the classroom setting. The use of simulations enables students to apply and analyze basic social studies principles and concepts in meaningful ways. The simulation model may be a mental construct, or a physical, mathematical, or computer program model. One strength of simulations is their capacity to help students practice problem solving.

Models. The computer enables students to create and develop their own models of systems and then test whether or not their models are appropriate for the task. The computer provides a model of a system along with rules and needed data thereby allowing the student to predict and test the system's operation. By observing the consequences of changing conditions and making assumptions, students are able to develop higher-level thinking skills through problem solving.

Graphic usage. The computer allows students to construct two-dimensional color diagrams, charts, and maps in sequential steps, thereby enabling them to make judgments from available data. These results may then be demonstrated graphically.

Writing through word processing. The computer aids students in preparing writing assignments by enabling them to edit, correct, and revise their work. Their overall writing skills improve since the student can focus energy on organization, composition, and expression. Writing, as a mental manipulation of language expressed graphically, is a higher-level thinking skill that involves analysis, synthesis, and evaluation.

Social studies computer programs currently available are somewhat limited, and their development may be behind some of the other curriculum content areas. Software producers are becoming more responsive to the needs and demands of social studies teachers as more teachers are including computer instruction in their courses. Computer programs are available in the public domain, and social studies teachers may want to acquire these programs. As computer technology develops, additional resources will become available for classroom use. It behooves the classroom teacher to keep an eye open to new developments in this rapidly changing field.

Table 14 identifies examples of computer software by program type, program name and developer, and approximate grade level. The programs listed may fit into one or more of the computer program categories and at times may be used at grade levels other than those indicated. Two other cautions seem in order. One is that many of these programs are not available for all computers and models; second is that the titles of the program may vary depending on the computer brand for which they were written.

Table 14
EXAMPLES OF COMPUTER SOFTWARE IN SOCIAL STUDIES 1986

Program Type	Name and Developer	Level
Drill & Practice	Games of the State (Milton Bradley	Elementary
	Atlas of Canda (Atari)	Elementary
	European Countries & Capitals (Atari)	Elementary
	Continent (MECC)	Secondary
	Foreign Governments & United Nations (SEI)	Secondary
Tutorial	Learning Company Demo Disk (The Learning Company) Includes exerpts from 6 programs: Rainbow, Bumble Games, Bumble Plot, Gertrude's Secrets, Gertrude's Puzzles, and Rocky's Boots)	Elementary
	U.S. Constitution Tutor (Micro Lab)	Secondary
	Demo-Graphics (Population Dynamics Corp/CONDUIT)	Secondary-College
Inquiry/Problem Solving	Energy Czar (Opportunities for Learning)	Secondary
	Time Traveller (Opportunities for Learning)	Secondary
	The Prisoner (Opportunities for Learning)	Secondary
	Weather Command (EAV)	Secondary
Education Games	You and Your World (Advanced Ideas)	Primary
	Meet the Presidents (Versa)	Middle School
	Geograph Scramble (Notable Software)	Elementary
	Empire (Edu-Ware)	Secondary

Program	Name and Developer	Level
Simulation	Lemonade Stand (Name may vary) (MECC)	Primary
	Oregon Trail (MECC)	Elementary
	Cartels and Cutthroats (Strategic Simulations)	Secondary
	Millionaire: The Stock Market Stimulation (Blue Chip Software)	Secondary
	You're the Banker (Federal Reserve of Minneapolis)	Secondary
	President Elect (Strategic Simulations)	Secondary
Models	Limits (Creative Software	Secondary
	Malthus (Longman)	Secondary
	Revolutions: Past, Present and Future (Focus Media)	Secondary
Graphic Usage	Koalapad Touch Tablet & Micro Processor (Koala Technologies)	Elementary
	PFS Graph (Software Publishing Corporation)	Secondary
Word Processing	Let's Explore Word Processing (Milton Bradley)	Elementary
	Homeword (Sierra)	Elementary
	Bank Street Writer	Elementary

INTRODUCING COMPUTERS TO THE CLASSROOM

Teachers anticipating use of computers in their classrooms should first become familiar with computer hardware and its basic operation, in order to reduce anxiety. Second, a review of available computer software should include classroom testing and evaluation. Since numerous individual and commercial software producers exist, it may be useful to refer to one or more software directories or computer magazines that describe, review, and often evaluate software programs.

When evaluating software, individual teachers may want to ask the following questions.

- How can I use a computer effectively in my social studies course?
- Does this program match the curriculum and my specific course objectives?
- Is the program well designed to present social studies content, concepts, and skills appropriate to the maturity level of my students?
- Does the program maintain the interest level of my students and does it provide easy use?
- Are the support materials for teachers and students sufficiently clear, detailed, and accurate?
- Are the graphics and sound clear? Is the program well written? Can the lesson be saved for future use? Are the "escapes" appropriate?
- Is there an evaluation component to the program?
- Do the programs portray minorities and women accurately? Is the violence controlled?

The National Council for the Social Studies, computer centers, and several computer periodicals have developed guidelines and evaluation forms to help teachers critically and effectively evaluate computer software. Teachers should not rely on catalogue descriptions alone.

Third, teachers will want to review the local district curriculum and their own learning activities to determine whether or not aspects of the curriculum lend themselves to computer instruction. If so, they need to decide how computer learning activities will be included in the instructional unit. Fourth, teachers will either select existing packaged software or meet with programmers to develop local programs. It is not necessary that all teachers become programmers; only that programmers are available, if needed. Fifth, staff development opportunities and consultant services should be available throughout the school year to help teachers who are using computers. Teachers deciding to include computer instructional activities may decide to take computer courses or learn how to use computers on their own. A variety of "how-to" materials are available to help teachers learn computer operations on their own. Many communities have computer clubs and readily share news and new developments. Through practice and experience, many teachers will become comfortable and confident in their use of computers in their classrooms.

A word of caution: not all programs will operate on all computers. For the most part, programs written for one computer brand and model are not compatible with other computers. It is a good idea to be certain that the program purchased will operate on the computer equipment available in your classroom or school. Unused software is costly and benefits no one.

DATABASE MANAGEMENT SYSTEM

One software tool that offers great potential in social studies education is a database management system (DBMS). In general terms, a DBMS provides ways of storing information, retrieving desired parts of it, manipulating the information to solve problems, and reporting results to others. Some commercial versions—like D BASE II and Keystrokes—are complex and require more powerful hardware than most schools have. Others are simpler and within the capacity of most school-owned equipment. The PFS File, Report, and Graph make up one of the simplest commercial systems. A version designed specifically for social studies education is available from Norris and Steve Sanders for use in cooperative classroom experimentation. (Write to: 2408 Deprey Street, Green Bay, WI 54301).

To envision more clearly the operation of a database management system, think of the cumulative files on students in the school office. Each folder contains forms listing a student's name, address, medical history, standardized test scores, grades, and remarks by teachers. If a student encounters difficulty in class, a teacher can peruse the file for clues. A clerk can go through all the files to see who needs a booster inoculation. A principal can study the files to decide how to divide 50 first graders into two classes of teachable second graders.

A computerized database management system is much like the filing cabinet full of individual folders. The difference is that the files are on floppy disks, and the computer is used to retrieve, process, and report the desired information on a screen, printer, or plotter. It would be a tremendous job to check the cumulative files for inoculation shots for every child in a large school; a DBMS can do it in seconds and print out the results.

Educational Applications for DBMS

A DBMS has a much wider educational application. One of the insights students fail to achieve by reading textbooks is the enormous volume of information accumulated over the last several decades and stored on various disks and tapes around the world, with the highest concentration in the United States.

Within the context of this information explosion, the database management system is one of the most important tools. Almost every social topic—unemployment, poverty, national power--is measured and recorded and then remeasured through time to monitor trends. Few people will become experts in data processing, but everyone should have enough general understanding of what the data managers are up to, that they can act wisely as citizens and consumers. Social studies programs can provide students the necessary knowledge.

Younger Students

For the late primary and intermediate levels, a familiar series of lessons is built around a student survey. Each pupil fills in a questionnaire with items like the following:

SAMPLE

Student Survey

1. What is your name?________________ age?____
   height?____
2. How many blocks do you live from school?____
3. What pets does your family have? dog?___ cat?___
   goldfish?___ bird?___ other?___
4. How many brothers and sisters do you have?______
5. Have you ever broken a bone in your body in an accident?
   yes___ no___
6. Do you wear a seat belt when you ride in a car?
   yes___ no___ sometimes___
7. What is your favorite color? red___ orange___
   yellow___ green___ blue___ indigo___ violet___
8. What is your favorite TV program? (Examples)

When the questionnaires have been filled in, the information is entered into a database management system, such as PFS File, and is reported and graphed with each student's answers making up the file. Questions like these can then be asked of the computer:

- How many of our families have pets?
- Do our families have more cats or dogs?
- How many students have more than two other children in their families?
- How many blocks does the student who lives the farthest from school have to come?
- Is the favorite color of boys the same as the favorite color of girls?
- Make a bar graph showing how many boys wear seatbelts, how many do not, how many sometimes do.
- Do boys break more bones in accidents than girls?
- Make a pie graph showing the favorite colors of students in our class.

The possibilities are endless for gathering different kinds of data and asking the computer to process the information in different ways.

It is not necessary for teachers to know how to program in BASIC or any other language, but they must be able to turn on the computer, boot the appropriate disk, and follow instruction for entering and retrieving information in a DBMS software program. The magnitude of this learning is about the same as learning how to drive a car and pass a written test on rules of the road. A non-typist can get along, because only short phrases and numbers need to be typed and they can be managed with the "hunt and peck" system. Taking an introductory computer course is helpful, but without that, figuring out procedures with written instruction is entirely possible, especially if a friendly and knowledgeable teacher can be consulted occasionally. In view of the fact that there are five time as many microcomputers in homes as in schools, other students and parents may provide assistance as well.

United States Studies

In a fifth-grade social studies class, the subject matter usually involves the history and geography of the climate, resources, and demographics of the 50 states. The units then go back in time and, near the end of the year, return to the United States today. The most natural DBMS would contain a file of information on each state. Textbooks have traditionally contained charts in the appendix listing information on each state (population, area, major products, number of physicians, average income per person, name of the state flower, and so forth). Students can still answer questions from such data. However, the DBMS can provide more sophisticated responses, for example, the DBMS can compute the number of people per doctor per state and rank order the states. The results can be entered onto a map or graph. Students can ask interpretive questions: for example, do states with the highest percentage of college graduates also have the highest income per person?.

For teaching United States history in secondary school, the databases before the Civil War are comparatively sparse. The demographic and economic data after the Civil War increase substantially and can be found in Historical Statistics of the United States. Enough information exists for a sequential database on United States history related to its rise as an industrial nation and world power, growth of the labor movement, improvement in health and world power, growth of the labor movement, improvement in health and education, and the rising standard of living. Use of data in timelines takes on a whole new dimension in the classroom. On the secondary level, several computers in a classroom allow small groups each to define a problem in their own way and work out an answer on a DBMS. It only requires that one person in each group be familiar with the computer and software; the others can learn.

With computers it is feasible to have data on every one of the more than 3000 counties in the United States. Even small towns and cities can be included in files. How interesting it would be to have a variety of data on every town in the United States that is similar in size to the one in which a particular school is located! We could not do that without computers.

DATABASE AS A PRIMARY SOURCE

For years, historians have been urging teachers to introduce primary sources into instruction, but seldom was this practical. A generation of history students grew up with Commager's documents as raw data, but it was really a narrow introduction. Exposing students to social data is a big step toward giving them undigested data to work with rather than generalizations to recall. Like Commager's documents, these data represent only a narrow range of experience in the spectrum of historical research, but it is a good dimension in the Information Age.

World Studies

Cultural and world studies, commonly assigned to sixth, seventh, and ninth grades in curriculum proposals, present an ideal opportunity to introduce a data base management system. Textbooks often have charts in the appendix showing information for all nations on population, growth rate, capital city, gross national product, and major exports and imports. In 1984, Scholastic's student periodical, **Update**, presented dozens of features of all nations in its popular fall feature issue. As important as the information is, it is small compared to what could be done with a good data base management system. Students need not use all of the information in a DBMS any more than they use all cards in a library card catalogue or all entries in an encyclopedia. But just as a larger number of books in a library is an advantage in research, so are a larger amount of data in a database, especially because the computer can do much of the work of searching, sorting, manipulating, and reporting.

Data Sources

Such applications raise immediate problems. Although abundant social information is available from sources such as those listed at the end of this chapter, these data must be put into an accessible form for classrooms. Inevitably social studies textbooks will soon offer social data on disks with built-in database management systems. Some may update the data on an annual basis. This will be convenient but expensive.

Could our profession take over the responsibility of assembling data and packaging it appropriately for various grade levels? This would seem to be much more cost efficient. In time the information may be offered on an online database, into which every social studies classroom could withdraw information it needs.

Describing all these possibilities for data processing invites a loss of perspective. Social sciences are leaning in the direction of numbers and computers, but this will remain only one feature. One of John Naisbitt's megatrends is "high tech, high touch" . There must be a soft side of technology, or people will reject it. Software authors strive for programs that are "user friendly." The importance of human relationships in the classroom need not be diminished by the presence of computers and databases. True, it is not the same world in some respects, but the most important dimension of a classroom will continue to be humans learning together. We want to discover how to use computers in ways that bring out the best in us, not only as rational problem solvers but as people.

APPENDIX K

A CURRICULUM PLANNING MODEL FOR THE SOCIAL STUDIES, K-12[32]

> "Social studies curriculum planning committees typically go about their work in one or two ways. Some committees work long and hard on the development of objectives, create long lists of goals, and try to specify objectives for each grade level. Often, these committees feel they are not getting anywhere; they become frustrated and tired. Other committees develop courses and then go through some process of selecting curriculum materials. These committees often are under severe time constraints and end up not feeling very good about their accomplishments."[33]

An alternative to this notoriously frustrating and often tedious experience is the use of the curriculum planning model presented here. This nine-step process, graphically displayed on the following page, provides a clearly defined, practical approach to curriculum development. The model's nine steps are:

STEP ONE: Get Ready
- form a curriculum committee
- reach a decision as to the committee's purpose and goals

STEP TWO: Assess
- describe the current social studies program
- solicit input to determine the degree of curriculum revision needed

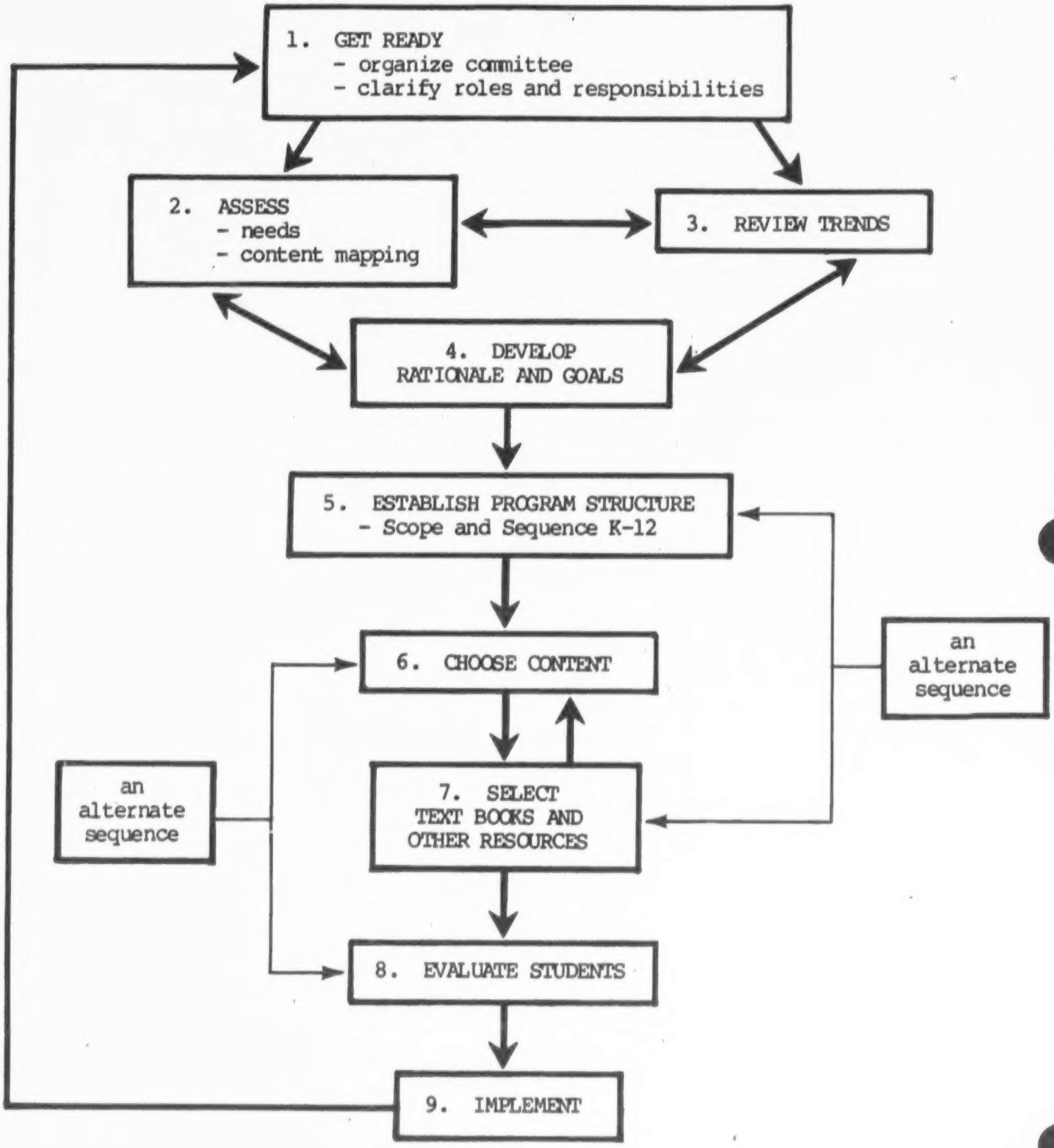
STEP THREE: Review Trends
- conduct an in-depth look into the "state-of-the-art" for the social studies

STEP FOUR: Develop Rationale and Goals
- establish the overall focus and desired outcomes of the K-12 social studies program

STEP FIVE: Establish Revised K-12 Social Studies Framework
- design a revised offering of K-12 courses and topics

Figure 6

A CURRICULUM PLANNING MODEL FOR THE SOCIAL STUDIES, K-12


1. GET READY
- organize committee
- clarify roles and responsibilities
2. ASSESS
- needs
- content mapping
3. REVIEW TRENDS
4. DEVELOP RATIONALE AND GOALS
5. ESTABLISH PROGRAM STRUCTURE
- Scope and Sequence K-12
6. CHOOSE CONTENT
7. SELECT TEXT BOOKS AND OTHER RESOURCES
8. EVALUATE STUDENTS
9. IMPLEMENT
an alternate sequence
an alternate sequence
recycle

STEP SIX: Choose Content
- specify the objectives for each course offered

STEP SEVEN: Select Textbooks and Other Resources
- conduct a thoughtful procedure for analyzing and identifying suitable textbooks and supporting materials

STEP EIGHT: Evaluate Students
- develop a procedure to determine how well students are achieving the desired course objectives

STEP NINE: Implement
- plan a procedure to introduce the revised social studies curriculum to staff members to insure its most effective use

STEP ONE: PLANNING SESSION OR "GETTING READY"

Question: How do we begin?

Background Information

A curriculum planning committee should be formed. Suggested members include: building level administrator(s), teachers, counselor, district central office personnel, Area Education Agency consultant and librarian. This committee, with input from classroom teachers, completes the tasks involved in developing the curriculum.

Tasks

1. Conduct initial curriculum committee meeting.

   - explain and discuss the curriculum development process
   - establish timeline for the curriculum study
   - establish the administrative commitment
   - identify school district's financial commitment
   - review district philosophy and state mandates for social studies
   - establish a procedure for fostering open communication and teacher participation

2. Plan a meeting for all social studies teachers to share curriculum study plan.

3. Hold the meeting with all social studies teachers informing them of the purpose and plans for the study.

STEP TWO: ASSESSING AND MAPPING THE PRESENT PROGRAM NEEDS ASSESSMENT

Questions: Where are we? What needs do we have? Should we revise?

Assessing

Background Information

Before any changes in a program can be made, it is necessary to assess opinions and attitudes about the current program. A needs assessment is one way to accomplish this. Parents, students and teachers can be surveyed as to their beliefs about social studies education. Teachers can also be asked specific questions about the content of the courses they teach and the methods they use. A needs assessment helps identify areas within the social studies program that should be examined more closely.

Along with conducting a needs assessment, background information about the student population should be obtained. Knowing the academic and social characteristics of students helps the curriculum development committee design a program tailored for students and community needs.

Tasks

1. Complete background information sheet for each school in which the new program will be implemented. Counselors and principals are good sources of information and may want to participate in discussions once the information is collected.

2. Develop needs assessment forms to be completed by parents, teachers and students. Select an efficient means for distributing, collecting and compiling the needs assessment.

3. Compile the information for each set of needs assessments and compare the results. Identify priorities.

Content Mapping

Background Information

Another way to assess the present curriculum is content mapping. Content mapping is the process of describing, as accurately as possible, what is currently being taught in the social studies classrooms. There are a variety of ways in which the teacher can indicate the concepts, topics, skills and attitudes that he/she intentionally plans for and teaches during the course of the year.

There are four very practical reasons for mapping the social studies curriculum:

1. Content mapping can provide a clear picture or overview of what is being taught so that a curriculum committee or individual teachers have a solid basis for making curriculum decisions. Information such as gaps in content covered, overemphasis in particular areas, or repetition of the same subject matter will become evident through content mapping.

2. Content mapping can show how much consistency there is within a particular course or grade level across different teachers. For example, if there are three (3) 11th grade U.S. History courses taught in a school system, content mapping can disclose how congruent these courses are. It is desirable that all students get a standard core curriculum regardless of the teacher; therefore, one would ideally aim for about a 70-80% congruency between identical courses. The remaining 20-30% of the course that is not core curriculum provides the flexibility for individual teacher creativity, experience and special talents and interests.

3. Content mapping can provide a basis for discussion and interaction between grade level teachers. Generally speaking, most teachers are unable to describe the social studies programs that precede or follow their own particular course. The information gathered from a mapping exercise can provide both a clear picture of the total curriculum as well as an impetus to share grade level programs.

4. Finally, during the process of "mapping" or indicating the content of one's own course, one's awareness of the wide scope of skills, attitudes and concepts that could be taught in a particular course is raised.

Tasks

1. Conduct the mapping sessions with teachers and summarize the results of the mapping.

2. Present and discuss the maps for each course during a curriculum committee meeting. In reviewing the mapping, these questions may be discussed:

   a. How consistent/inconsistent are the different teachers across the same course?

   b. Are there any obvious gaps in the content of a particular course?

   c. Does the same content appear in more than one course?

   d. Do the courses build in a logical fashion in relation to concepts?

   e. Do the courses build developmentally in relation to skills and attitudes? Are there gaps? Repetition?

   f. Is the "tracking" system reflective in the content, skills, and attitudes? Is there a difference between remedial, regular and advanced courses in terms of content, skills and attitudes?

Record comments, suggestions and answers to the questions for later consideration.

STEP THREE: REVIEWING THE TRENDS

Question: What do the "experts" say is the ideal K-12 social studies program?

Background Information

Along with gathering information about the social studies program that currently exists within the school district, the committee should become familiar with the broader scope of social studies education. A review of the trends provides an opportunity to research the current literature and issues in social studies education. Consider the following topics in selecting articles for review:

- characteristics of successful social studies programs
- global perspective
- talented and gifted
- trends in teaching the social studies
- future trends in social studies education
- commission/status reports
- social studies programs from other districts
- education equity

Circulating articles on the above topics among all social studies teachers encourages the sharing of ideas. Time at department meetings can be set aside for discussing information gained through reading. Consider inviting specialists in social studies education to address the social studies curriculum committee.

STEP FOUR: DETERMINING RATIONALE AND GOALS

Questions: What are the goals of our social studies program? Why do we teach social studies?

Rationale

Background Information

Brief, general statements provide a rationale for the importance of K-12 social studies education within the school program. The rationale is keyed to specific needs and concerns of parents, teachers and students. It reflects the major areas of emphasis within the entire social studies curriculum. The information gained from the needs assessments, review of trends and district philosophy of education provides a basis for the social studies rationale.

TASKS

1. Review existing social studies rationale and/or district philosophy of education.

2. Identify the major ideas/concepts that should be included in a revised rationale statement.

3. Distribute the rationale developed by the committee to individual social studies teachers for their comments and suggestions.

4. Suggestions from social studies teachers and administrators can be incorporated into the rationale as appropriate.

District Level Goals

Background Information

Goals are more specific statements about the ideas and concepts contained in the philosophy. The statements reflect the desired outcomes of the social studies curriculum and represent the first step in putting the rationale into operation.

Tasks

1. Review the major concepts contained in the social studies rationale.

2. Review examples of social studies goals from various school districts and professional literature.

3. Evaluate and select or rewrite the goals that reflect the concepts identified in the rationale.

4. Circulate the goals selected or written by the committee among social studies teachers and administrators for their input. (Consider circulating the rationale and goals together.)

5. Make changes where appropriate.

STEP FIVE: ESTABLISHING THE REVISED SOCIAL STUDIES FRAMEWORK

Question: How do we decide what courses should be taught in a K-12 social studies program?

Background Information

It is during this step in the curriculum development process that committee members begin to synthesize the information gained from previous tasks (needs assessment, content mapping, review of trends, etc.) Keeping clearly in mind the rationale and goals already established, the committee determines the major areas of study at the elementary level and courses to be taught at the secondary level. At this time, decisions on elective options, required courses and sequence of courses are made. Vertical articulation is carefully considered, as are needs for highly able students and slow learners.

Tasks

1. Compile and analyze teacher, parent, student needs assessments.

2. Identify state mandates regarding social studies content.

3. Establish a preliminary social studies program and present to teachers, counselors, administrators for their reactions. Feedback from all these individuals results in a revised scope and sequence.

4. Keep the Board informed. This means sharing the plan for studying the curriculum with the board, scheduling periodic updates to report committee progress and inviting members of the Board of Education to attend work sessions or committee meetings.

STEP SIX: CHOOSING THE CONTENT

Questions: What do we do first - select textbooks or write course objectives? How many objectives do we really have to write?

Background Information

By this time the overall structure of the social studies program has been developed. Major areas of study have been identified for the elementary program (i.e., first grade - self, second grade - communities, etc.) and the sequence of required and elective courses at the secondary level have been established. Before writing specific content and objectives, the committee may want to proceed directly to evaluating and selecting textbooks. (See Step VII). Once the textbooks have been selected the committee should then return and complete this task.

Tasks

1. Form writing team(s) after meeting with all social studies teachers to explain the procedure for writing the course guides.

2. Organize the following worksheets and information into packets for members of the writing teams:

    - writing unit outlines
    - writing unit objectives - directions
    - an example of a page from a completed guide
    - course description - information generally included

3. Conduct a general orientation meeting for the writing teams which should precede actual writing. Review the contents of the packets. Identify resources available in addition to the information in the packets. Set the purpose(s) of the work session.

    a. Identify major topics or units. List all significant material to be presented in each unit. Allocate time for each unit. (Use blank guide forms.)

b. Select skills and attitudes to be emphasized in the course. Have all teams review skills and attitudes selected for each course. Check for continuity, overlap and lack of coverage.

c. Select or write objectives.

d. Write the course description.

STEP SEVEN: SELECTING TEXTBOOKS AND OTHER RESOURCES

Question: How do we select textbooks and other supplementary materials?

Textbooks

Background Information

The selection of appropriate textbooks should be undertaken by teachers using an appropriate evaluation form.

An important requirement for all text materials is their adherence to established course objectives and to multicultural/nonsexist guidelines.

The best evaluation of a text is its actual use in the classroom; therefore, where possible, texts should be piloted. Another option is to contact other teachers already using the text.

Tasks

1. Develop or select an appropriate textbook evaluation instrument.
2. Contact publishers or AEA curriculum labs for updated sample texts.
3. Meet with teachers to provide them the evaluation form and a careful explanation of the evaluation procedure. Establish a realistic timeline for completion.

Other Resources

Background Information

Once the objectives and content have been determined, and/or a textbook has been selected, supplementary materials, including activities and resources need to be compiled. The emphasis is on quality and diversity.

Items generally included in this section are films, computer software, teacher resource books, teacher-made activities and supplementary readings. The development or identification of discussion questions can also be a valuable aid to teachers. These are questions which require students to use higher-level thinking skills.

Activities and resources can be compiled during the teaching of the course or prior to teaching the course.

If the activities and resources are compiled during the school year, teachers would be expected to record them as they complete each unit. These activities and resources would then be compiled at the end of the school year and distributed to teachers in the fall. Otherwise, the activities and resources can be compiled immediately following the selection of textbooks and/or the content and objectives.

STEP EIGHT: EVALUATION

Question: How do we know whether our new curriculum is really any better than the old one?

Background Information

Upon development of the social studies program using Steps 1-7, it is important to consider how the program will be evaluated. Students and parents will want to know from day to day how they are succeeding with the course objectives. This information will be available from the teacher through test results, quizzes, papers, daily work, classroom observation, and the use of standardized tests. Parents will be more interested in a summary (report cards, parent teacher conferences) of the learner's progress typically from one nine-week period or one semester to the next. For the student and parent, the results will be used to assure themselves that the student is doing well and at the very least will pass the course or grade level.

An equally important reason for evaluating students in a systematic way is to provide the teachers and other people involved in curriculum planning with information useful in making decisions about program, materials, instructional strategies and classroom organization.

As program decisions are implemented and the results of evaluation become apparent it may be necessary to reconsider the original goals and objectives. The long run concern for a school district is the same as that of student and parent. Are the students learning the important focus of the curriculum from one year to the next? If yes, any decision to change the focus becomes more of a valuing of what continues to be important for students. If no, the decision to make any changes will also need to consider if the objective is one which can effectively be taught and learned.

Materials selection and use is another decision which evaluation information can assist with. Depending upon the publisher, program materials may provide a tightly organized sequence of instructional strategies for the teacher to follow or select. Student learning may be affected by the use of these various strategies. Materials will also vary in their clarity and level of difficulty for student use. Evaluation results may provide information indirectly related to the effectiveness of materials and the strategies they contain.

Related to the use of materials are the decisions about the use of instructional strategies teachers make in teaching the learner the program objectives. Depending upon the objective and the student, various strategies may prove effective for learning. Frequent evaluation will provide feedback for both student and teacher as to what may need to be changed and what is working well.

In grouping students for instruction, evaluation results may assist in making decisions about performance levels and amounts of time to spend on instruction for a specific objective or set of objectives. Classroom management concerns are daily fare for teacher decision making and with some indication of results a teacher is in a better position to improve chances for student learning.

The overall implication for information needed to make these decisions is that evaluation needs to be frequent and fairly specific. Standardized tests such as the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development will provide information for the total group on an annual basis. Evaluation information which is needed more frequently and is more specific to each objective and student will need to be obtained through the use of criterion-referenced testing. Both of these forms of evaluation will be used in addition to the informal and daily evaluation all teachers should do as they check for the student's understanding of what is being taught.

Planning a Local Evaluation Effort

To manage the curriculum it is important that there be as close of a match as possible between the stated curriculum (curriculum guide), what is actually being taught in the classroom, and what student learning will be evaluated. By this time in the curriculum development cycle the reader should know what the stated social studies curriculum is. As the curriculum is implemented, the reader will know more about what parts of the curriculum will actually be taught.

The stated curriculum is the basis for planning what to evaluate. In deciding what needs to be evaluated, the following questions need to be addressed:

> What priorities exist within the stated curriculum? Across all grade levels? On particular grade levels?
>
> How can they be assessed? Are they "testable" using a norm-referenced or criterion referenced test?
>
> In a testing situation, what will indicate that the student has successfully learned the desired outcome?
>
> What level of success on a test is desirable?

Determining what priorities exist within the stated curriculum will be a bit like planning the curriculum over again. The clarity of these priorities must be the responsibility of the social studies teachers and administrator. A common understanding must be shared. By involving people in determining these priorities it will help prevent the test from appearing to determine the curriculum. It will also help in developing more effective use of test results and their application to the teaching of social studies.

Establishing the criteria for successful performance on a test should be carefully done. If taken seriously, these criteria will (and should) become a major focus for instruction both before and after testing.

A next step is to determine the kind of information needs which will be useful for any decision making which must be done. The following questions should be addressed:

- What information is relevant to each priority variable?
- What are the best sources of that information?
- Is any of the information needed already available?
- How much information is enough?
- What degree of detail is necessary?

A main concern of planning for information needs is to be sure that evaluation will focus on the decisions which need to be made.

Choosing (or constructing) a testing instrument may be one of the more technical parts of conducting an evaluation of the social studies program. It is appropriate to rely upon someone who is capable of interpreting how valid and reliable an instrument is in relation to what needs to be evaluated.

What needs to be known is:

Does the instrument test what you want?

Will it do so each time it is used?

Will the results it provides be presented clearly?

How much time does its use require?

What are the other costs of use?

The user of any test has to be able to clearly specify what it is that needs to be tested and their commitment to finding out in order to know if any test is going to be worth the effort, time and money it may take to use.

Once the results are available the analysis begins. Again it may be appropriate and necessary, depending upon the choice of testing instruments, to rely upon someone (if you cannot) to provide a statistical or technical interpretation of the results. Questions which may help to structure the analysis include:

> Is the level of student learning what you desire based upon: (1) the program's objectives (2) the criteria for success?
>
> How do the results compare to what you already know about student learning from working with the program on a daily basis?

Based upon the analysis of these results a decision can be made regarding any changes which need to be made. The use of results from formal testing along with informal evaluation may now focus upon decision regarding program focus, instructional strategies, materials and/or classroom organization of students. Any of these are subject to change based upon the results of evaluation and of the program. How major a change needs to be made will depend upon results from using the current program. The key focus of the analysis is the expectation for student learning built into the program.

"Teaching to the test" may be a concern as this process is used. Curriculum and test objectives should match one another as closely as possible. If students are not being instructed on actual items on a test, you are not "teaching to the test." Teaching to the objective and testing the same objective will give the student the greatest chance for success and provide the teacher with pertinent information in making decisions about the local curriculum.

Tasks

1. Establish the criteria for what needs to be evaluated. Objectives stated in the curriculum guide should provide the basis for this decision.

2. Double check to be sure that evaluation will focus only on gathering information which is deemed necessary and relevant.

3. Choose or construct the test instrument(s).

4. Once the results of the evaluation instrument are available, analyze them.

5. Based upon the analysis of the results, a decision can be made regarding any changes which need to be made in the curriculum.

STEP NINE: IMPLEMENTATION

Question: Now that we have revised the curriculum, how do we insure that it is really used?

Background Information

The final step in the curriculum planning process is implementation. Curriculum implementation entails deciding:

- how the curriculum will be implemented
- where it will be implemented
- what resources are necessary to implement it
- what schedule should be followed in implementing it

Curriculum implementation is not a "one-shot" process. Since curriculum development is an ongoing process, so is implementation. Changes, improvements, new methods, new content and new materials are constantly being developed and implemented as the curriculum is improved. Therefore, curriculum implementation must be viewed as a long term process which includes staff development, analysis of the content and methods incorporated in the curriculum and planning for curriculum change.

Tasks

1. Select an implementation committee. Ideally, the people who plan for the implementation of the curriculum should be the same ones who designed it.

2. Review the rationale, objectives, content and structure of the newly designed social studies curriculum.

3. Design a staff development plan to inform teachers about the new social studies program and to foster ownership of the program. Again encourage broad-based participation.

4. In addition to inservicing teachers on the new program, the implementation committee should develop a plan that stresses the acquisition of new teaching methods. Is a teacher required to know how to teach inquiry? cause and effect? concepts? critical thinking? differences between assumptions and facts? how to conduct research?

5. Finally, the curriculum committee/implementation committee should continue to meet and study the curriculum. Proposed changes or improvements will then receive careful analysis by those who are most familiar with it and careful planning is more likely to result.

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Others in this series of curriculum guides
Arts, Foreign Language, Language Arts, Mathematics, and Science